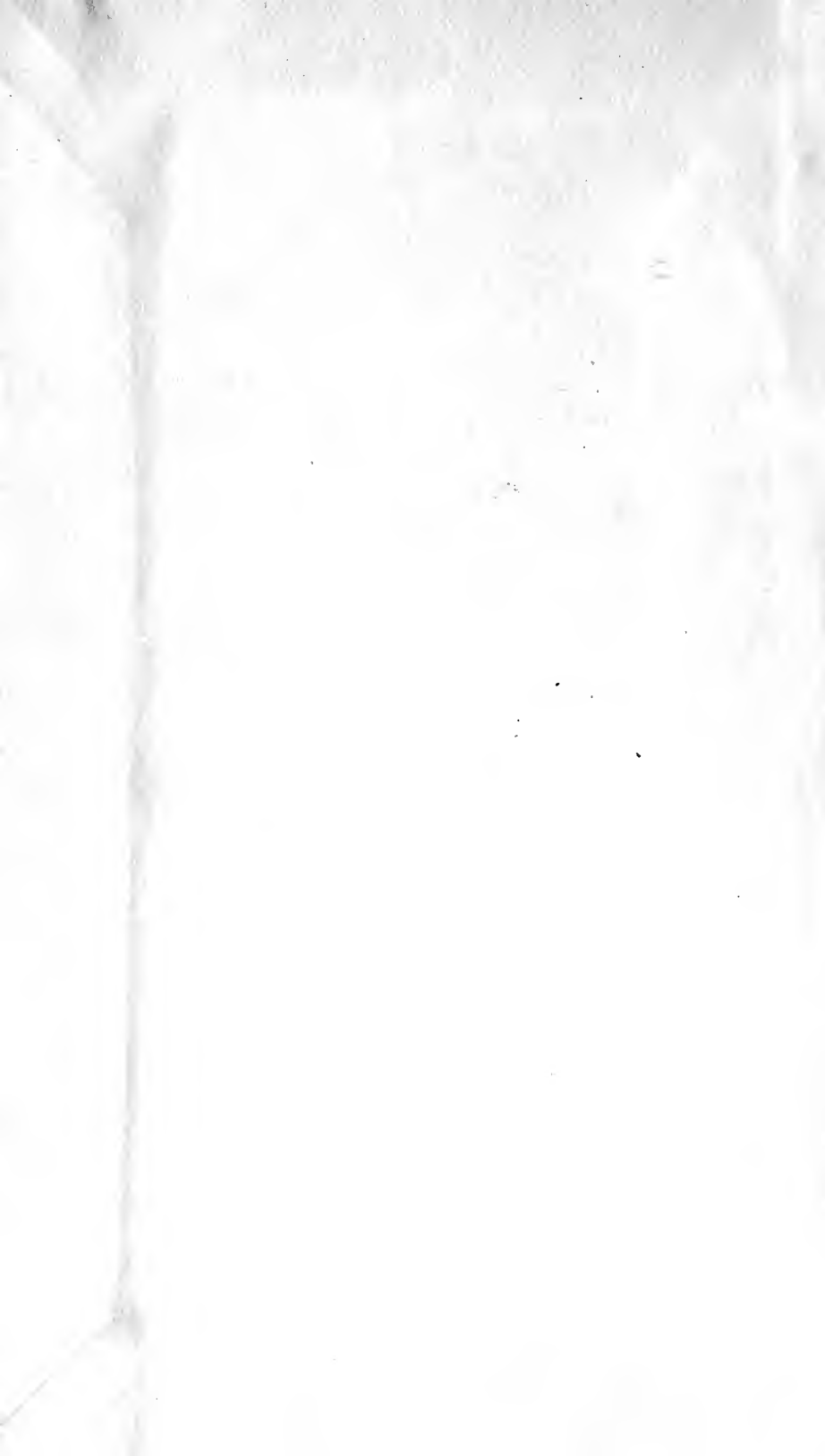




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IMPROVEMENTS
IN
EDUCATION,
AS IT RESPECTS THE INDUSTRIOUS CLASSES
OF THE
COMMUNITY,
CONTAINING,
AMONG OTHER IMPORTANT PARTICULARS,
*An Account of the Institution for the Education of
ONE THOUSAND POOR CHILDREN,*
BOROUGH ROAD, SOUTHWARK;
AND OF THE NEW SYSTEM OF EDUCATION ON WHICH IT IS
CONDUCTED.

BY JOSEPH LANCASTER.

"All nations, indeed, of which we have any account, in becoming rich, have become profligate; a torrent of depraved morality has, in every opulent state, borne down with irresistible violence those mounds and fences, by which the wisdom of legislators attempted to protect chastity, sobriety, and virtue. If any check can be given to the corruption of a state increasing in riches and declining in morals, it must be given, not by laws enacted to alter the inveterate habits of men, but by education adapted to form the hearts of children to a proper sense of moral and religious excellence."—*Bishop of Landaff's Charge, 1788.*

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TO

JOHN DUKE OF BEDFORD,

AND

JOHN LORD SOMERVILLE,

In Testimony of the cheerful, generous, and important Assistance they have repeatedly given to the Institution and System of Instruction described in the ensuing Pages, this Publication is

Most respectfully inscribed,

By their obliged and grateful Friend,

JOSEPH LANCASTER.

FREE SCHOOL, BOROUGH ROAD,
8th of 7th MONTH, 1805.

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

In testimony of the fact that the
proceedings of the Court of Session
in relation to the estate of John Duff
of Middlesbrough, in the County of
Durham, England, have been
conducted in accordance with the
provisions of the Act of the
Parliament of Great Britain
in that behalf made.

Witness my hand and seal this

10th day of March 1881.

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

JOHN DUFF OF MIDDLOTH

ADVERTISEMENT.

THE following pages contain the result and experience of much personal labour, study, and expence. In one single page is frequently detailed, that which has puzzled me for many months to discover; and which has, ultimately, rendered important services to some hundreds of children. The book is printed on as economical a plan as is consistent with neatness, that more advantage may accrue to the institution, for the benefit of which the profits are to be applied, at my discretion; probably, in uniting some works of industry with education.

It is not to the size of the book, but to its contents that I wish to recommend attention: and if the practical part of the work be read with *precision*, it will be better understood, and afford more satisfaction.

If any benevolent persons, conversant with the subject of education, *from practice*, should
be

ADVERTISEMENT.

be disposed to suggest improvements, which they think may be of advantage, in addition to my present system, I shall esteem it a privilege to receive their hints with deference, and pay them a marked attention. My object is *improvement*; and I hope I shall always be attentive to promote it. With these observations, returning thanks to my noble and benevolent friends of every rank, among the subscribers,

I remain,

Their well-wishing friend,

JOSEPH LANCASTER.

INTRODUCTION.

THE rich possess ample means to realize any theory they may chuse to adopt in the education of their children, regardless of the cost; but it is not so with him whose subsistence is derived from industry: ignorance and incapacity often prevent his having proper views on the important subject of education, and when he has, slender resources as often prevent their being reduced to practice. Yet, among this class of men, are found many who are not only useful members, but ornaments to society; and from the labours of these it is, that the public derive the conveniencies, and many of the comforts of life: but while they are toiling for the production of those comforts, their children are left destitute of a suitable education. Therefore, it has been acknowledged, that education, as it respects those who are unprovided with it, ought to become a national concern; and this has been so long the public opinion,

nion, that no doubt it would have become so, had not a mere Pharisaical, sectmaking spirit intervened to prevent it; and that in every party.

A system of education, which would not gratify this disposition in any party, is requisite, in order to obviate the difficulty; and the reader will find a something said to that purpose in perusing this tract.—When I view the desolating effects produced amongst the unprotected and unbefriended orders of society, what shall I say? Alas! my brethren and fellow Christians of every denomination, you have been contending whose influence should be greatest in society, while a national benefit has been lost, and the poor objects of it become a prey to vice, to an extent, that all your praiseworthy, but partial benevolence, can never repair.—A national evil requires a national remedy; let not this any longer be delayed: let your minds expand, free from every narrow principle, and let the public good become the sole object of your united Christian efforts.

Above all things, education ought not to be subservient to the propagation of the peculiar tenets of any sect. Beyond the number of that sect, it becomes undue influence; like the strong taking advantage of the weak. Yet, a reverence for the sacred name of God and the Scriptures of Truth; a detestation of vice; a love of veracity; a due attention to duties to parents, relations, and to society; carefulness

carefulness to avoid bad company; civility without flattery; and a peaceable demeanor; may be inculcated in every seminary for youth, without violating the sanctuary of private religious opinion in any mind.

When obedience to the Divine precepts keeps pace with knowledge, in the mind of any man, that man is a Christian; and when the fruits of Christianity are produced, that man is evidently a disciple of our Blessed Lord, let his profession of religion be what it may. The propagation of this knowledge, and the production of those fruits, increase the number of true Christians, which is far better than the increase of party to any extent; and, at the same time, proves beneficial to society, in the improved principles and conduct of its members; and in private life, by the steadiness and amiable disposition of parents, masters, and children, who are influenced by its mild and benignant precepts.

Impressed with these sentiments, I feel a wish, as every friend to mankind must, that names may perish, but truth prosper.

That the profession of Christianity would cultivate a spirit of unity, brotherly love, and peace; bearing one with another, in love; avoiding all differences from party spirit; and when they cannot
unite

unite in religious opinions, let their dissent be with Christian meekness, and respect to the opinions of others.

What a beautiful effect this would produce among those who are so unhappy as to live without religion; and how would mankind gradually be allured into that spirit of "charity, which suffereth long, and is kind; which envieth not, is not puffed up, and vaunteth not itself; doth not behave itself unseemly; seeketh not her own; is not easily provoked; thinketh no evil; rejoiceth not in iniquity, but rejoiceth in the truth; *believeth* all things, hopeth all things, endureth all things.—*Charity which never faileth.*"

This spirit of charity is a spirit of love; but the sectmaking spirit of party is cruel, full of rancour and bitterness. The object of our Holy Religion is to exalt the Kingdom of Heaven; to bring into subjection every evil act of the will in man, to the will of God. In the spirit of sect and party, it is the object, though often blended with something better, to exalt a peculiar creed, to establish a name, to gain a degree of worldly honour, to set up the will and wisdom of man, and make an idol of it, and compel all to bow down and worship it. This is the harbinger of discord, the source of evil, and has often led the martyr to the stake, or unsheathed the cruel sword.—Oh! that all, who really love and fear
God,

God, in every profession, would remember, that God, and not man, is the object of our worship; and consider how to *please him*, and do *his will*, who is a God of love and of peace. Then the solicitude would not be, to make men nominal Catholics or Protestants, Churchmen or Dissenters, but to exalt, by precept and example, the beauty and excellency of our Holy Religion. The desire would not be the increase of proselytes to this name or the other, but to the only name given under heaven, whereby mankind can be saved—the name of Jesus; to which all must bow, in *mercy* or in *judgment*. The floods of wickedness which inundate the world, have their spring in the malevolent dispositions of mankind. Christianity was intended, by its Divine Author, to counteract and subdue these; to humble the most ferocious dispositions into meekness, causing the lion to lie down with the lamb; and if any man, or body of men, want to do good, this is the most noble principle on which they can act. The professors of the Christian name, are, alas! lamentably out of the Christian spirit. The cause which they are pledged in duty to support, suffers by their divisions, like a besieged city, whose enemies are at its gates, or within its walls, and the citizens at daggers-drawing one with another; whereas, if they would all unite, and follow their Captain, they would *turn the battle to the gate*, and drive the enemies from their walls. I long to see men, who profess Christianity, contend not for
creeds

creeds of faith, words, and names, but in the practice of every heavenly virtue. "Let your light so shine before men, as to glorify your Father which is in heaven," is an injunction that commands our endeavours to obey it. How happy will that day be, when men strive to show their *faith* by their works—that faith which works by *love*, and which coveteth no man's gold, silver, or apparel; but that all may follow that Holiness, without which none can please God.

It is proper the reader should know why I take up so much of his time on this subject. I consider a sectarian spirit as the source of dissension and persecution. I write thus, not only to expose its evil tendency, and caution others, but as a declaration of my own sentiments, which become of a little importance to the reader, as connected with my peculiar plan of education, and the institution in which it hath pleased Providence to place me. Yet I believe a man may *espouse* and *defend* religious opinions peculiar to himself and his friends, in that charity which is not puffed up, which thinketh no evil, and which vaunteth not itself; but that same charity will teach him to avoid controversy, strife, and all that leads to bitterness. It is on this principle I have hitherto acted, and wish to continue to act. I desire to avoid making the education given to such a large number of children in my institution, a means of instilling my own *peculiar* religious tenets

tenets into their minds, and prefer the more noble grounds which I have recommended. I am a member of the society of Friends called Quakers*. I wish to avoid bringing my peculiar religious opinions into public controversy, and do not intend to do so, unless compelled; though I hope I may say, without ostentation, that I shall not be ashamed or afraid to vindicate them. Yet I sincerely hope, the moderation of my Christian brethren in other societies will spare me this trial. I am not vain enough to set up as arbiter of the religious opinions of others, but wish all men would agree, as much as it is in their power, to do good; and, when doing so, cast all their sectarian opinions out of sight. For, whenever the Divine legacy of peace shall prevail on earth, it will be preceded by mutual condescension, love and unity, among men; without which, proper care cannot be taken of their youth in general. As an additional inducement to make the preceding observations, I have at times been involved, much against my will, in more private controversy and argument on religious topics than was at all agreeable to my feelings.

* A name originally given to the society in contempt and reproach.

[illegible]

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A SHORT HISTORY
OF THE
FREE - SCHOOL,
Borough-Road, George's Fields,
AND SOME ACCOUNT OF ITS FUNDS.

IN the year 1798, I opened a school for the instruction of poor children, in reading, writing, arithmetic, and the knowledge of the Holy Scriptures; the children were taught at the low price of fourpence per week. I knew of no modes of tuition but those usually in practice, and I had a practical knowledge of them. The number of children who attended the school at that time, varied from ninety to a hundred and twenty. Being thus engaged in the study of education, with full liberty to make what experiments I pleased, whenever I found a poor child whose parents were unable to pay for his instruction, I gave him education gratis. This class of children increased so much, that above thirty names were on the book *as free scholars*, in a short
B time;

time; and it is very probable no two children knew that there were other free scholars in the school besides themselves. I attended the school personally, retaining an assistant. It was not unattended with expence of wages, rent, taxes, rewards, &c. As the income arising from the pay-scholars was much diminished by the education I gave to so many, gratis, and there were still many more objects of benevolence in the school and neighbourhood, I was anxious to find an expedient which would enable me to extend the usefulness of the institution, without additional expence to myself; and soon found two liberal-minded persons, who readily seconded my views*, Thomas Sturge, of Newington Butts; and Anthony Sterry, of the High-street, Borough. They had been in the practice of paying the usual price to other schoolmasters, for the education of some children, whom they met with in their endeavours to relieve distress. I prevailed on them to enter into a subscription for the education of poor children, in lieu of pay. Nothing but example was wanting; and, as soon as that was obtained, I easily raised the sum specified in the first year's account annexed. The subscription was quite of the nature of a contract: of every guinea subscribed, fifteen shillings *per annum* was considered as the price of each child's education; and the remaining six shillings was to be expended in books, rewards, and school expences.

* At Midsummer, 1801.

The *only* person who assisted me in raising subscriptions, was Elizabeth Fry, wife of Joseph Fry, of the Poultry, London. She solicited her immediate friends and connexions, and was successful in obtaining about twenty-six guineas; with this kind assistance I was encouraged to go cheerfully through the toilsome drudgery of raising subscriptions for the second year, in which I was so successful as to double the amount as well as the number of free scholars. Improvements in the modes of tuition had been made to good purpose, in those two first years, and a regular system of order established. Though a system of order was easily established, a new system of tuition was another thing; and to this I found myself most unexpectedly and gradually advancing.

The institution is greatly indebted to two gentlemen of the parish in which I live; but, as I fear, I am not at liberty to mention their names, I can only say, they have, by their generosity, exempted the *school-house* from all rent, for several years. Gratitude requires that this should be known, as, in consequence, I have been enabled to expend the money I should have employed in rent, &c. in making experiments relative to the education of the poor. It is to be understood, this relates only to part of the premises connected with the institution. The other part is on lease for fifty-nine years; and I have constantly paid the ground-rent, thirty gui-

neas *per annum*, without making any charge to the public for it. Most experiments, whether on the improvement of education, or on any other subject, are attended with expence, which increases with the number of trials. Many such experiments have been made, which proved quite useless, and such as I should never attempt again. In other cases I have often gone the wrong way to work, and accidentally stumbled on the very object I was in quest of. The result has been a new and efficient system of education; the principle of which is not only adapted to large manufacturing districts, but, with little variation in the mode of applying it, to all the poor of the country, and to village schools.

Hitherto, none of the active friends of the institution regarded it in any other light than a well-conducted school, with some few improvements in the modes of instruction. In fact, those who befriended it most, either never came to visit it, or never entered into its detail when they did. The *Duke of Bedford* and *Lord Somerville* were the first who visited it, and entered closely into its detail. Lord Somerville told me, he saw its importance from the first. I have a letter from the Duke on the subject, wherein he expresses himself thus: after describing his first visit, he says, "The advantages of the institution struck me so forcibly, they were so obvious and apparent, that I could not hesitate to give every encouragement in my power to

to so laudable and beneficial *a plan of education*; which cannot but tend to better the condition, and improve the morals, of the lower classes, in a very eminent degree. Fully and earnestly convinced of this important truth, I cheerfully authorize you to call on me for further assistance, whenever you think fit." The Duke, and his friend Lord Somerville, have since shown every kindness to the institution that could be wished. May their names ever be dear to every Englishman, who is a real lover of his country. It is no wonder that I feel myself bound to express my honest gratitude in this public manner. But for their repeated, timely, and liberal assistance, the design would not so rapidly have extended in its various branches. When they first visited the school, they began the subscription for buildings needful to enlarge the school-room; more scholars were daily applying for admittance, and the premises were so contracted, that many more could not have been admitted. It would have been a painful circumstance to me, to have refused admission to such; and I could not have received them without an extension of the premises. I had mentioned my wishes to several friends on this subject. They were persons not wanting in benevolence, but as they never came near the institution, which they had all previously befriended, they did not enter into my views readily. Nor were they aware, that if the work was not begun in the proper time, it must be suspended twelve months longer. One

friend did not like to take the responsibility, of standing first in a subscription, upon himself. Another, very properly, did not like to stand before his father, who was out of town; and a third was indisposed. Thus deprived of the energy of my most active friends, the design remained dormant for want of a leader; but that office was amply supplied by the generosity of those two noblemen, after whose example the subscription, dated Third Month, 1803, was raised. I had no person to aid me in soliciting subscriptions; and calculated, that I might travel about three hundred miles, backwards and forwards, at many different times, to obtain them. If I could, with propriety, have done entirely without public aid, as, in the outset, I intended doing, it would have been more agreeable to my wishes. It was my intention to erect the first building at my own expence, but I found, the sum which I could properly dedicate to that object, was inadequate.

- The reader will be sensible, on perusing this, of the reason for inscribing this book to the Duke of Bedford and Lord Somerville; and, though dedications are often founded in flattery, this has for its basis, gratitude and truth. But it was not alone in the subscription just alluded to, that they have shown their cheerful benevolence; for in the spring, 1804, I proposed to them extending the school from three hundred and fifty to seven hundred boys. For this purpose, it was calculated the sum of at least
one

one hundred and eighty pounds was needful; and that, if it should appear proper, when the experiment had been tried, the subscription should remain open, to enable me to extend it to a thousand. The extension to seven hundred boys was made at a very trifling expence above the estimate.

It seems likely, the sum wanted to erect the buildings, needful to make the *proposed* extension to one thousand boys, will be about three hundred pounds. The reason of the difference in the estimates for extending the school to seven hundred, and that for one thousand, is, that in a former case, a contiguous building, already erected, was made use of to aid the design; and thus saved part of a greater expence, which otherwise must have been incurred. The extension of the school from three hundred and fifty to above seven hundred children, was a most extraordinary thing; and proved, after a thorough trial, the utility of the system and order established in the institution. Above four hundred children were admitted as scholars in about six weeks; and yet this surprising increase of numbers had no unpleasant effect on the order of the school. This great increase appeared, to some of my friends, who were not fully acquainted with what the system would bear, as likely to overwhelm every thing with confusion; but I had the pleasure of establish-

ing the school for this large number, and giving a proof of the practicability of my plan, in six weeks.

When boys of common ability enter a new school, there is generally a degree of reserve and shyness about them, that does not wear off for the first week or ten days. All youth are influenced by example, and, like sheep, follow their leaders. The example prevalent in my school, was favourable to good order. When strange boys were admitted as scholars, their attention was divided between the influence of shyness and example; and, before that shyness had worn off, the power of example had in some measure habituated them to their duty. Thus situated, they daily improved in learning; and, stimulated by the hope of reward, shortly became as orderly as any boys in the school.

In the outset of the institution, it was thought economical if one child could be educated for one guinea *per annum*. The extension of the school from three hundred and fifty to nearly eight hundred children, in the short space of six weeks; the establishment of a school for nearly two hundred girls, all educated on the same plan, prove, that the system of order and tuition is adequate to the instruction of a thousand children, or more, in one institution; and *without any adult assistant teachers*. This sub-
scription

scription now remains open for public aid, with a view to extend the experiment to a thousand boys.

In the third year's account of subscriptions and expenditure, it will be observed, I adhered to the original plan of the institution, as arranged with the first subscribers *to the school*; the expence of each child being estimated at one guinea *per annum*, and the surplus numbers on the list varying from three to five hundred free scholars, were solely educated at my own expence; and, under the blessing of Divine Providence, in consequence of my own inventions and discoveries. For the fourth, or present year of the institution, which will end at midsummer, 1805, I engage that all the annual subscriptions necessary to be raised for the expences of the boys' school, shall not exceed two hundred and sixty pounds; and, that when the plan is extended to a thousand boys, the annual subscriptions need not exceed three hundred pounds, for defraying every expence. This economical plan of usefully educating a thousand scholars, is done at a much less expence than any of my friends ever expected me to reduce to practice; and which, if I had been told three years since were possible, I should have had great doubt of the fact, if I had not also thought it incredible. But facts are stubborn things.

It will be considered, that, in all new experiments, there is a difficulty in knowing how to proceed rightly.

rightly. I stood alone in the early stage of the institution, having to grope my own way, as in the dark, under many difficulties and discouragements, in exploring a new and untried, but practicable path to usefulness; no wonder if I sometimes took the wrong road, to attain my object, instead of the right one; if I sometimes made experiments that ended in expence and disappointment, and that repeatedly. But this only stimulated me to more diligence; and, instead of being depressed by these circumstances, I eagerly and resolutely pursued the important object in view; till, I may say, under the Divine blessing, *without which all my labours would have been of no avail*, hitherto I have been helped to accomplish far more than I expected: having established a system of education, adapted to the poor, in a remarkable manner; and in which there is nothing but what is simple and easy, to persons disposed to engage in similar plans. Experiments are seldom made without expence: few of mine were, as to labour, time, and money. I do not regret that I have never charged them to public account; nor do I ever intend to do so. When I had made any experiment, and found it beneficial, I have introduced the practice of it generally into the institution; and am willing to use my best endeavours to lay it before the public, in as plain and simple a manner as I can, for the benefit of the rising generation. When an experiment has proved unsuccessful, it has been buried in oblivion. But all this has enabled

enabled me to ascertain, that were I to begin a new institution, with funds in hand, I should be able, by my former experience and recent improvements, to establish it in a comparatively short time, and at a much less expence of capital. When the buildings for the boys' and girls' schools are completed to the extent designed, they will accommodate a thousand boys, and three hundred girls. The whole expence of which will not exceed one thousand pounds, to which I shall have contributed upwards of two hundred myself. Notwithstanding, whilst these experiments have been reducing to practice, some hundreds of children have began and finished their education; and many of them are now grown to man's estate, and promise to become useful members of society.

Another design, supported by a subscription, began by the *Duke of Bedford* and *Lord Somerville*, is a plan for training lads and young men as schoolmasters, by a practical knowledge of these improved modes of tuition, to be obtained in my institution, and under my own eye. Of its importance little need be said; it must be sufficiently striking to every benevolent mind. Its chief characteristic is, that it will give to the new method of education, the power of spreading itself wherever it is required. This subscription continues open for public benevolence; eight lads, and several men, are now in a course of training as schoolmasters. Benevolent persons, who are or may be subscribers of at least
ten

ten pounds to this fund, can *only* have the privilege of having schoolmasters recommended by me, as qualified to undertake the care of institutions, which they may wish to establish on the same plan as the one I am treating of.

It is sincerely to be hoped, that public assistance will be so liberally bestowed, as to give efficiency to the plan. The subscription does not, at present, yet amount to near one half of what it should do, to carry the design into effect. It seems probable, that when I have had a little more practice and experience in the art of training men to a knowledge of their duty as schoolmasters, hundreds of persons might be properly qualified, in an expeditious manner, and at a trifling expence.

Another method of assisting this institution is, by benevolent persons sending left-off clothes, both woollen and linen, to the institution, to be made up by the girls, as clothing for either boys or girls, who may be most in need of them. In many gentlemen's families it frequently happens, that good articles of apparel are sold for a mere trifle, which, by being properly bestowed on the poor, to be made up for themselves or their children, would conduce much to their ease and comfort; whereas, at present, the poor often go without what would be worth thirty shillings to them, that a servant may put five in his own pocket.

Account

*Account of Money collected and expended for the use
of the Free-School, Borough-Road, Southwark,
instituted by Joseph Lancaster, 6th Month, 1801.*

L. S. D.

COLLECTED 118 10 0

EXPENDED.

| | |
|--|---------|
| 113 Boys, Tuition in Reading, Writing, and Arithmetic, 15s. per Annum each | 84 15 0 |
| 10,000 Quills (Pinions) 7s. 6d. per thousand | 3 15 0 |
| 11 Purses, lettered, 10s. | |
| 7 Silver Pens, 1l. 9s. | |
| 6 Half-crowns, engraved "A Reward for Merit," 18s. | 2 17 0 |
| 300 Toys, &c. as Premiums | 9 16 5 |
| Coals for Firing, one Chaldron | 2 13 4 |
| Expence of 6 Excursions: to Wandsworth, Clapham, Sydenham, Norwood, and Blackheath, with 50, 80, or 124 Boys at a Time, as a Recreation and Reward of Attention to their Learning... .. | 2 16 6 |
| 4 Dozen Writing Books, for Boys unable to pay for them | 0 12 0 |
| 10 Dozen Slates, at 4s. 6d. per Dozen | 2 5 0 |
| 2 Dozen Universal Spelling Books | |
| 3 Dozen Ditto, by Markham | 2 3 0 |
| 1 Dozen Barbauld's Hymns | |
| 1 Dozen Pastoral Lessons | |
| 4 Dozen Hints for Children | 1 16 0 |

Carry forward 113 9 3

Brought

| | L. | S. | D. |
|---|-----|----|----|
| Brought forward | 113 | 9 | 3 |
| Printing 500 (Bills) " Directions, for Writing with Accuracy" | 1 | 2 | 0 |
| 300 Cards Ditto | | | |
| Ditto 1500 Commendatory Tickets | | | |
| 130 Leather Ditto, lettered " A Reward for Merit," &c. | 3 | 3 | 0 |
| 30 Vols. Addition to the Library and Class Books | 1 | 12 | 6 |
| | 119 | 6 | 9 |
| BALANCE due to J. L. | 0 | 16 | 6 |
| | 118 | 10 | 0 |

N. B. The School Circulating Library consists of above 300 Vols. calculated to improve the Morals of Youth, which they are permitted the Use of gratis, according to Merit.

| | |
|--|-----|
| Number of Free Scholars admitted | 134 |
| Gone to Place or apprenticed | 13 |
| 7 expelled for bad Behaviour or Non-attendance; 1 dead—8 | 21 |

Present Number of Free Scholars 113

EXCLUSIVE of the Free School, above 100 Scholars have received Instruction at about half the common Price. From such as are unable to pay, Free Scholars are selected. By simplifying the usual Methods of Tuition, considerable Benefit has arisen to the Institution; and from establishing a regular System of Order, with correspondent and reciprocal Checks on each dependent Part, much of its Energy, Usefulness, and Reputation has been derived. Premiums and Rewards for Merit have proved highly serviceable; it is proverbial, that "The Hope of Reward sweetens Labour;" and the Practice has verified it. In many Instances, that, which without them would have been an unprofitable Toil, has become a Pleasure. Tuition, in this School, is conducted solely by the senior Boys, employed as Teachers:

Teachers: the Master treating them with peculiar Attention, and not sparing suitable Encouragement when merited; such is their Activity and Diligence, that no other Assistance is necessary at present, or likely to be so in future. J. L. can say with Truth, that owing to these Advantages, he has no more Labour with 250 Children, than he formerly had with 80, and can do them superior Justice in Tuition.—Having thus succeeded beyond Expectation, he looks with Pleasure to the Public, and those benevolent Persons who have hitherto aided his Designs, for future and energetic Support; and trusts the Result will prove a similar Gratification to their Minds, in the future Prosperity and Usefulness of the Institution.

JAMES STREET, BOROUGH-ROAD,
25th of 6th Month, (JUNE), 1802.

Account of Money collected and expended by Joseph Lancaster, for the Use of the Free School, from Midsummer, 1802, to Midsummer, 1803. Instituted by him, 1801.

| | L. S. D. |
|-----------------|----------|
| COLLECTED | 228 1 6 |

EXPENDED.

| | | |
|-----|--|----------|
| No. | | |
| 1. | Tuition, 217 Boys, in Reading, Writing, and Arithmetic 15s. per Annum each | 162 15 0 |

SCHOOL EXPENCES.

| | | |
|---|---|-------|
| 2 | Twenty-five Thousand Pinions, at 7s. 6d. per Thousand | 9 7 6 |
|---|---|-------|

| | |
|---------------|---------|
| Carry forward | 172 2 6 |
|---------------|---------|

Brought

| | L. | S. | D. |
|---|-----|----|----|
| Brought forward | 172 | 2 | 6 |
| 3 Two Reams of Writing Paper, for 160 Writing Books, Gifts to those unable to pay for them | 2 | 3 | 0 |
| 4 Seven Dozen Slates | 1 | 8 | 0 |
| 5 To Printing 4500 Bills | 2 | 5 | 0 |

PREMIUMS.

| | | | |
|--|----|----|---|
| 6 Five Thousand Toys | 16 | 16 | 0 |
| 7 Seven Dozen (old) Children's Books | 1 | 9 | 0 |
| 8 Twenty-five French Half Crowns, engraved, "A Re- ward for Merit." | 4 | 17 | 6 |
| 9 Three Star Medals | 0 | 18 | 0 |
| 10 Eight Silver Pens, 3s. each | 1 | 4 | 0 |
| 11 Thirty-six Purses | 0 | 12 | 6 |

SCHOOL BOOKS, &c.

| | | | |
|--|----|----|---|
| 12 Twelve Walkingame's Tutors, 6 Trimmer's Intro- duction to the Knowledge of Nature, and Use of the Holy Scriptures; and about 30 Vols. Additions to the Library, and Books for the Use of the School | 4 | 1 | 0 |
| 13 One Thousand Printed Reports | 1 | 19 | 6 |
| 14 Six Excursions to Clapham, Wandsworth, Richmond, &c. with select Companies, 30, 40, and 60 Boys | 4 | 5 | 0 |
| 15 Three Dutch Stoves, fixing ditto, &c. | 4 | 6 | 6 |
| 16 Two Chaldron of Cinders, and 10 Bushels of Coals | 2 | 7 | 0 |
| 17 To White-washing School Rooms | 1 | 10 | 0 |
| 18 Three Hundred Loads of Rubbish, at 4d. per Load, for raising the Play Ground | 5 | 0 | 0 |
| 19 Two Hundred Tracts, Improvements in Education, for the Use of the Subscribers | 11 | 7 | 0 |
| 20 To 20 Leather Tickets, lettered, "Attention to Writ- ing, Arithmetic, &c." | 0 | 10 | 0 |

| | | | |
|---------------------------|-----|---|---|
| | 239 | 1 | 6 |
| BALANCE due to J. L. | 11 | 0 | 0 |

 228 1 6

 Number

| | |
|--|------|
| Number of Free Scholars admitted | 246 |
| Gone to Place or apprenticed 22 | } 26 |
| Expelled for Non-attendance 4 | |

Present Number of Free Scholars 220

Explanatory Observations on the above Detail of Expences.

The Article No. 2. The Pinions have been used for Pencil Cases, as well as pens; and a Number of Scholars have been taught to make Pens, which has increased the Consumption.

No. 8. Silver Medals are daily used, as a Badge of Distinction for Merit, and occasionally given away, when merited by Improvement.

No. 12. It has been found beneficial to vary the Class-Books, that Sameness may not tire or disgust the juvenile Mind. The Library is very useful, the Books being lent out gratis, to those who merit the Privilege; it at once affords the Means of Instruction, in a very cheap, extensive Way, and is conducive to Emulation in Learning at the same Time.

No. 18. J. L. convinced that a Play Ground adjoining the School-Room attaches the Children to School, while those who come from a great Distance, and bring their Dinners with them, are kept from the Streets, and their Morals preserved, he concludes that, *as he pays the Rent of the Ground*, his Friends can have no Objection to so needful a Measure for the Children's Accommodation.

No. 19. This Article of the Expenditure has been introduced at the Desire of a Number of respectable Subscribers, and will not again recur, unless on similar Grounds.

R E P O R T .

During the last Year, the Progress of the Institution towards Maturity has been rapid; the Organization of the System greatly improved; and the Introduction of new Methods of Tuition, in Spelling and Arithmetic, productive of very important Advantages to the Scholars: their Efforts towards Proficiency in those Branches of useful Knowledge have been more than double, and the Trouble

C

attendant

attendant on the Teacher's Duty, rendered much less. Individual Scholars spelling 20,000 Words, and working 2000 Sums, (in the first four Rules,) per Annum; whereas, the same Space of Time, in the common Modes of Tuition, would have been, for the most Part, irretrievably lost in Idleness.

Having been thus *favoured* with Success, J. L. looks with Confidence to the Public, and those benevolent Persons who have hitherto aided his Designs, for *future* and *energetic Support*; and trusts the Result will prove a similar Gratification to their Minds, in the future Prosperity and Usefulness of the Institution.

BOROUGH-ROAD,
25th of 6th MONTH, 1803.

Third Year's Account of Annual Receipt and Expenditure, for J. Lancaster's Institution, ending Midsummer, 1804.

COLLECTED 223 7 0

EXPENDED.

| | | | |
|---|-----|---|---|
| Education for 12 Months for 212 Boys, at 15s. each Boy | 159 | 0 | 0 |
| 9 Silver Pens | 1 | 3 | 6 |
| 10 Ditto Medals | 3 | 7 | 6 |
| Several Excursions with 180 Boys, to Clapham; 450 to the Green Park; to Greenwich, Sydenham, and Kew, with select Parties | 9 | 5 | 0 |

Carry forward 172 16 0

Brought

| | L. | S. | D. |
|--|-----|----|----|
| Brought forward | 172 | 16 | 0 |
| Sundries, for the Encouragement of the Children, as Gingerbread-nuts, Apples, Oranges, Cherries, &c. &c. for Scrambles | 4 | 6 | 0 |
| Weekly Rewards for the Monitors who teach the several Classes, varying from 1d. to 6d. according to their Stations | 15 | 0 | 0 |
| Twenty-five Thousand Pinions, at 7s. 6d. per Thousand | 9 | 7 | 6 |
| Sundries, as Ink-stands, Nails, Pencils, &c. | 2 | 10 | 6 |
| Several Thousand Toys, as Bats, Balls, Kites, &c. &c. | 16 | 6 | 0 |
| Repairs, &c. for the School-Room | 5 | 10 | 0 |
| | 225 | 16 | 0 |
| BALANCE due to J. L. | 2 | 9 | 0 |
| | 223 | 7 | 0 |

OBSERVATIONS.

It is a Pleasure to J. Lancaster to inform his Friends, that the Institution they have so kindly assisted him to establish, continues increasing in Usefulness. That he has made several additional Improvements in the Methods of instructing the Poor; and that it is likely, less than another Year will enable him to complete an entire new System of Tuition, which he hopes will be a national Benefit. In Consequence of his recent Improvements, he has been able to educate; during the first half Year, 300, and the last half Year, 500 Children, without more additional Expence to himself than 10l. above the Expenditure (225l. 16s.) named in the Account. The ensuing Year he proposes to educate 700 Boys, finding them in Books, with much Encouragement, Rewards, &c. for 260l. the Sum he means to raise the Subscription to. He is confident that 300l. per Annum would educate 1000 Boys, if his Premises were large enough to accommodate them; and hopes the Liberality of a benevolent Public will enable him speedily to realize this important Object, and thus complete his grand Experiment for improving the Education of the Poor.

..... 3d Day of 3d Mo. (March) 1803.

..... SUBSCRIPTION,

*For the Expences of Buildings erected and erecting,
for the Accommodation of the Children attending
the Institution for the Purpose of improving and
facilitating the Means of Education, to the indus-
trious Classes of the Community, in the Borough-
Road, George's Fields, Southwark.*

SUBSCRIBERS.

| | L. | S. | | L. | S. |
|------------------------------|----|----|--------------------------|----|----|
| The Duke of Bedford * | 5 | 5 | William Wilberforce M.P. | 5 | 5 |
| Lord Somerville | 5 | 5 | Joseph Smith | 5 | 5 |
| Earl Stanhope | 10 | 10 | Robert Barclay | 5 | 5 |
| Henry Thornton, M. P. | 5 | 5 | Robert Howard | 5 | 5 |
| Sir Rob. Barclay, Bart. M.P. | 5 | 5 | George Whitehead | 5 | 5 |
| Samuel Thornton, M. P. | 5 | 0 | John Walker | 5 | 5 |
| Ebenezer Maitland | 5 | 5 | Matthew Howard | 5 | 5 |
| John Maitland | 5 | 5 | Edward Janson | 5 | 5 |
| Henry Hoare | 5 | 5 | Edward Shewell | 5 | 5 |
| William Henry Hoare | 5 | 5 | George Tierney, M. P. | 5 | 5 |
| Samuel Hoare | 5 | 5 | John Shewell | 5 | 5 |
| Wilson Birkbeck | 5 | 5 | Thomas Reynolds | 5 | 5 |
| William Nanson | 5 | 5 | William Forster Reynolds | 5 | 5 |
| Samuel Southall | 5 | 5 | Henry Sterry | 5 | 5 |

Carried over 152 0 0

* The DUKE of BEDFORD sent a larger Sum, *unexpected* and *unsolicited*; requesting J. LANCASTER to apply the Surplus in any Manner he might judge most beneficial to the INSTITUTION; it has accordingly been placed to account as a Donation in aid of the *Annual Subscription*.

Brought

SUBSCRIBERS.

| | L. | S. | | L. | S. |
|---------------------------|-----|-----|---------------------------|----|----|
| Brought over | 152 | 0 0 | James Sheppard | 5 | 5 |
| John Pim | 5 | 5 | Nicholas Vansittart, M.P. | 5 | 5 |
| J. C. Lettsom | 5 | 5 | George Shepley | 5 | 5 |
| Joseph Foster | 5 | 5 | Mary Sterry | 5 | 5 |
| William Storrs Fry | 5 | 5 | Edward Gray | 5 | 5 |
| Isaac Walker | 5 | 5 | Walker Gray | 5 | 5 |
| Jacob F. Reynolds | 5 | 5 | Anthony Horn | 5 | 5 |
| Thomas W. Smith | 5 | 5 | John Gray | 5 | 5 |
| David Barclay, (per R.B.) | 5 | 5 | Richard Reynolds | 5 | 5 |
| John Eliot | 5 | 5 | Jens F. Hage, from Copen- | | |
| Robert Were | 5 | 5 | hagen | 5 | 5 |
| Robert Barclay, (Banker) | 5 | 5 | Sundry smaller Donations | 12 | 12 |
| John H. Tritton | 5 | 5 | | | |

280 2

STATEMENT OF RECEIPT AND EXPENDITURE

For the Purposes described in the preceding Page.

R E C E I P T.

| | L. | S. | D. |
|---|-----|----|----|
| Cash, as per Subscription List | 280 | 2 | 0 |
| J. LANCASTER's Contribution of the First Building | 87 | 15 | 6 |

EXPENDITURE.

Cost of the First Building, (Dimensions 35 Feet by 33.)

| | L. | S. | D. |
|------------------------|-----|----|----------|
| Bricklayer's Work | 60 | 10 | 0 |
| Carpenter's Work | 84 | 10 | 0 |
| Extra Carpenter's Work | 15 | 0 | 0 |
| Glazing | 7 | 0 | 0 |
| | c 3 | | |
| | | | ADDITION |

ADDITION TO DITTO.

| | L. | S. | D. | | L. | S. | D. |
|---|----|----|----|---|-----|----|----|
| Carpenter's Work | 54 | 12 | 0 | } | | | |
| Bricklayer's ditto | 60 | 0 | 0 | | | | |
| Forming a Junction between the two Build- ings, Desks, &c. | 22 | 0 | 0 | | | | |
| Plumber's Work | 9 | 0 | 0 | | 164 | 17 | 6 |
| Glazier's | 7 | 0 | 0 | | | | |
| Paving the school-Room | 12 | 5 | 6 | | | | |
| <i>Dimensions of the two School-Rooms united in one, 75 Feet by 33.</i> | | | | | | | |

SMALL BUILDING.

| | | | | | | | |
|--------------------------------------|----|----|---|---|-----|----|---|
| Carpenter's Work | 9 | 3 | 0 | } | | | |
| Bricklayer's ditto | 16 | 1 | 6 | | 36 | 0 | 0 |
| Plumber's Work, Glazing, &c. | 10 | 15 | 6 | | | | |
| <i>Dimensions 40 Feet by 14</i> | | | | | | | |
| | | | | | 367 | 17 | 6 |

All the above since united in one Room.

J. LANCASTER respectfully presents the preceding Account to the SUBSCRIBERS to the *Buildings* erected for the Enlargement of his *School-Rooms*.—Their Liberality, rendered doubly valuable by the generous Confidence reposed in him, will at once increase his Powers of Usefulness, and give Energy to his Designs for the Completion of the Object in View.—He trusts his Endeavours have shown the Undertaking worthy of the Notice it has received; and that by the Blessing of *Divine Providence*, it may prove a Source of Benefit to the rising Generation, and of Heart-felt Satisfaction to the noble-minded Friends of Humanity, who have so cordially aided its early Progress.

SCHOOL-HOUSE, BOROUGH-ROAD,
22d OF 12th MONTH, (DECEMBER,) 1803.

FREE

FREE SCHOOLS,

FOR THE

EDUCATION OF FATHERLESS AND OTHER POOR
CHILDREN,*Borough-Road, George's Fields, Southwark.*

“THE Boys’ School was instituted as a Free School, by Joseph Lancaster, in 1801; and is actually extended to *Seven Hundred Boys*, who are instructed upon a Plan entirely new; by means of which, ONE MASTER alone can educate *One Thousand Boys*, in Reading, Writing, and Arithmetic, as effectually, and with as little Trouble, as Twenty or Thirty have ever been instructed by the usual modes of Tuition.

“From the very great utility of this system of Education, a Subscription has been set on foot to support it; and several of the principal Subscribers are desirous of extending this Establishment to at least *One Thousand Boys*, and also to erect a School Room for *Girls*, upon a similar Plan, with the addition of Needle Work, under the care of the Two Sisters of Joseph Lancaster.”

FOR BUILDINGS.

SUBSCRIBERS TO THE BOYS' SCHOOL.

| | L. | S. | | L. | S. |
|---------------------------|----|----|----------------------------|----|----|
| The Duke of York | 10 | 10 | Isaac Walker, Esq. . . . | 5 | 0 |
| The Duchess of York . . | 10 | 10 | Robert Howard, Esq. . . | 5 | 0 |
| The Duke of Bedford . . | 10 | 10 | Dowager Lady Donegal | 5 | 0 |
| Lord Somerville | 10 | 10 | Peter La Touche, jun. M.P. | 5 | 0 |
| Earl Stanhope | 5 | 0 | The Bishop of Durham | 5 | 5 |
| W. Wilberforce, M. P. | 10 | 0 | T. Bonar, Esq. | 5 | 5 |
| H. Hoare, Esq. | 10 | 0 | Samuel Thornton, M. P. | 5 | 5 |
| W. H. Hoare, Esq. . . . | 5 | 0 | The Earl of Uxbridge . . | 5 | 5 |
| John Walker, Esq. . . . | 5 | 0 | Viscount Chetwynd . . . | 5 | 0 |
| John Shewell, Esq. . . . | 5 | 0 | The Miss Thompsons . . | 5 | 0 |
| Sir John Hort, Baronet | 5 | 0 | The Duke of Somerset . . | 10 | 10 |
| William Nanson, Esq. . . | 5 | 0 | Lord Yarborough | 5 | 5 |
| Henry Thornton, M. P. | 5 | 0 | Lord Harrowby | 5 | 0 |
| William Smith, M. P. . . | 5 | 0 | Marquis of Hertford . . . | 5 | 0 |
| Sir Joseph Banks, Baronet | 5 | 0 | Earl of Winchelsea . . . | 5 | 0 |
| Robert Thornton, M. P. | 10 | 0 | John Brickwood, jun. . . | 5 | 0 |
| Samuel Southall, Esq. . . | 5 | 0 | Walker Gray | 5 | 0 |
| Honourable P. Pusey . . | 5 | 5 | B. Bouverie | 5 | 0 |
| C. Wywill | 5 | 5 | William M. Pitt, M. P. . . | 5 | 0 |

It is proposed to extend this subscription, to erect a school-room capable of containing 1000 boys.

SUBSCRIBERS TO THE GIRLS' SCHOOL.

| | L. | S. | | L. | S. |
|---------------------------|----|----|--------------------------|----|----|
| Earl Stanhope | 5 | 0 | Thomson Bonar, Esq. . . | 5 | 0 |
| Countess Stanhope | 5 | 0 | Mrs. Ebenezer Maitland | 5 | 0 |
| Mrs. Lackner | 5 | 0 | Dowager Lady Donegal | 5 | 0 |
| John Walker, Esq. | 5 | 0 | The Earl of Uxbridge . . | 5 | 5 |
| | | | Viscount | | |

SUBSCRIBERS TO THE GIRLS' SCHOOL.

(Continued.)

| | L. | S. | | L. | S. |
|--------------------------|----|----|---------------------------|----|----|
| Viscount Chetwynd . . . | 5 | 0 | Dowager Marchioness of | | |
| The Miss Thompsons . . | 5 | 0 | Stafford | 3 | 3 |
| The Duchess of Somerset | 5 | 5 | C. S. Oliver, M. P. . . . | 5 | 0 |
| Benjamin Keene | 5 | 5 | Marchioness of Hertford | 5 | 0 |
| John Penn, M. P. | 5 | 0 | Earl of Winchelsea . . . | 5 | 0 |
| Miss Neville | 5 | 0 | Honourable P. Pusey . . . | 5 | 5 |
| Lady Harrowby | 3 | 0 | Lady Hort | 3 | 3 |
| Honourable Mrs. Ryder | 3 | 0 | Lady Somers | 2 | 0 |
| Mrs. Brogden | 5 | 5 | Lady De Dunstanville . . | 2 | 2 |

It is intended to enlarge the girls' school-room to hold 300 girls.

SUBSCRIPTIONS

Are received at the following Bankers:

Messrs. RANSOM, MORELAND. and Co. Pall Mall; Messrs. HOARES, Fleet Street; Messrs. HANKEYS and Co. Fenchurch Street; and by Jos. LANCASTER, at his School-House, in the Borough-Road.

THE FOLLOWING IS THE PLAN OF THIS SCHOOL,

THE BASIS OF WHICH IS EMULATION AND REWARD.

All who will, may send their Children, and have them educated, Freely; (the Expence of Writing Books excepted;) and those to whom the above Offer may not prove acceptable, may pay for them at a very moderate Price.

This School is not established to promote the Religious Principles of any particular Sect; but, setting aside all party distinctions, its object is to instruct Youth in useful Learning, in the leading and uncontroverted principles of Christianity, and to train them in the practice of moral habits, conducive to their future welfare, as virtuous men and useful members of society.

SUBSCRIPTION,

S U B S C R I P T I O N

FOR TRAINING YOUTH AS SCHOOLMASTERS.

THE Design of this Subscription is to provide a Fund for the Maintenance of young Men disposed to follow the Profession of Schoolmasters, for which they are to be qualified, by making them practically conversant in the new System of Education; this will be done in J. L.'s Institution, and under his own immediate Care. When this Object is attained, they will be recommended to Situations for which Schoolmasters may be wanted. If the Subscription proves sufficiently liberal, they will be qualified to teach some Work of Industry; as Shoe-making, Tayloring, Basket-making, &c. to the Children whom they may have under their Care.

| | L. | S. | | L. | S. |
|----------------------------|----|----|-----------------------------|----|----|
| The Marquis of Blandford | 10 | 0 | Lord Chief Justice of Ire- | | |
| The Marquis of Lansdown | 5 | 0 | land | 5 | 0 |
| Lord H. Petty | 5 | 0 | The Earl of Clarendon . . | 5 | 0 |
| Right Hon. J. C. Villiers, | | | John P. Anderdon, Esq. | 5 | 0 |
| M. P. | 5 | 0 | John Stockwell, Esq. . . . | 5 | 0 |
| Lord Webb Seymour . . . | 5 | 0 | Charles Cockerell, Esq. . . | 5 | 0 |
| Right Hon. John Foster, | | | Sir W. W. Wynne, Bart. | | |
| Chancellor of the Ex- | | | M. P. | 5 | 0 |
| chequer for Ireland | 5 | 0 | Hon. William Eliot, M. P. | 5 | 0 |
| Robert Thompson, Esq. . . | 5 | 0 | Lady G. Eliot | 5 | 0 |
| The Miss Thompsons . . . | 5 | 0 | The Countess of Harring- | | |
| Lady Carbery | 10 | 0 | ton | 5 | 5 |
| Benjamin Hobhouse, M.P. | 5 | 0 | Warren Hastings, Esq. . . | 5 | 0 |
| James Martin, M. P. . . . | 5 | 0 | Mrs. Warren Hastings . . | 5 | 0 |
| Archbishop of Dublin . . | 5 | 0 | James Brogden, M. P. . . | 5 | 0 |

THE

SUBSCRIBERS.

| | L. | S. | | L. | S. |
|-------------------------|----|----|--------------------------|----|----|
| THE DUKE OF BEDFORD | 10 | 0 | J. Maitland, Esq. | 5 | 0 |
| LORD SOMERVILLE ... | 10 | 0 | Mr. Wortley | 5 | 0 |
| Marquis of Bath | 10 | 0 | Robert Shaw, M. P. ... | 5 | 0 |
| The Duke of Somerset .. | 10 | 0 | The Earl of Dartmouth | 5 | 0 |
| Earl Stanhope | 5 | 0 | Hon. and Rev. E. Legge | 5 | 0 |
| John Walker, Esq. | 5 | 0 | Lord Sheffield | 5 | 0 |
| Earl of Pembroke | 5 | 0 | Lord Loftus | 5 | 0 |
| Bishop of Durham | 5 | 0 | Lord Boyle | 5 | 0 |
| Earl of Wycombe, now | | | Earl of Selkirk | 5 | 0 |
| Marquis of Lands- | | | Henry Hoare, Esq. | 5 | 0 |
| down | 5 | 0 | Wm. Henry Hoare, Esq | 5 | 0 |
| Joseph Rickman, jun. .. | 5 | 0 | Joshua Reeve, Esq. | 5 | 0 |
| Mary Harcourt | 5 | 0 | Charles Layton, Esq. ... | 3 | 0 |
| General Harcourt | 5 | 0 | The Dean of Westminster | 2 | 2 |
| J. Brickwood, Esq. | 5 | 0 | John Jackson, Esq. | 5 | 0 |
| Thomas Phelps, jun. ... | 5 | 0 | John Taylor, Esq. | 5 | 0 |
| G. Sandford, Esq. | 5 | 0 | | | |

PRINCIPLES

The following is a list of the names of the persons who have been
 named in the various reports of the Committee on the subject of
 the proposed amendment to the Constitution of the State of New York.
 The names are arranged in alphabetical order, and are given as they
 appear in the reports. The names of the persons who have been
 named in the reports of the Committee on the subject of the proposed
 amendment to the Constitution of the State of New York are given
 in the following list. The names are arranged in alphabetical order,
 and are given as they appear in the reports. The names of the
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 subject of the proposed amendment to the Constitution of the State of
 New York are given in the following list. The names are arranged in
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 the proposed amendment to the Constitution of the State of New York.
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 persons who have been named in the reports of the Committee on the
 subject of the proposed amendment to the Constitution of the State of
 New York are given in the following list. The names are arranged in
 alphabetical order, and are given as they appear in the reports.

PRINCIPLES

ON WHICH

THE INSTITUTION

IS CONDUCTED.

THE influence a master has over his scholars is very great; the veneration wherewith they regard him is almost equal to idolatry, and that simply by his conduct in his station; so much so, that they are all his willing servants, and doubly proud to be his ambassadors on trivial occasions: his smiles are precious, and even bitter things are sweet, when bestowed by his hand.

The following quotation may be worthy the reader's attention:—"By way of sport, or to try the dexterity of the pupils, the master leads them to a clump of trees, and, while he is counting fifteen, every one must climb up some tree, so high, as to be out of the reach of his cane; all exert themselves, with much laughter, to escape the stick, as if some wild beast were at their heels; if any one be defective

tive in agility, he will be reached, and receive the penance of a few playful strokes."—*Sallzmann's Gymnastics for Youth*, page 225.

These playful strokes, from a companion or an equal, would most likely produce a tough battle, and black eyes; but from a master, a beating, we read, is taken very pleasantly. The effects of approbation, or the contrary, expressed by the senior boys to lesser, seem to carry a degree of weight, almost similar to that of their master. Whenever a neat, ingenious trick, of a mischievous nature, has been played, we may be sure some arch wag, who officiates as captain of the gang, perhaps a Franklin*, was the original and life of the conspiracy. The

* "When embarked with other children, the helm was commonly deputed to me, particularly on difficult occasions; and in every other project, I was almost always the leader of the troop, whom I sometimes involved in embarrassments.—I shall give an instance of this, which demonstrates an early disposition of mind for public enterprises, though the one in question was not conducted by justice. The mill-pond was terminated on one side by a marsh, upon which we were accustomed to take our stand, at high water, to angle for small fish. By dint of walking, we had converted the place into a perfect quagmire. My proposal was to erect a wharf, that should afford us firm footing, and I pointed out to my companions a large heap of stones, intended for the building a new house near the marsh, and which were well adapted to the purpose. Accordingly, when the workmen retired in the evening, I assembled a number of my play-fellows, and by labouring diligently, like ants, sometimes four of us uniting to carry a single stone, we removed them all, and constructed our little quay. The workmen were surprized next morning at

The predominant feature in the youthful disposition is an almost irresistible propensity to action; this, if properly controlled by suitable employment, will become a valuable auxiliary to the master; but, if neglected, will be apt to degenerate into rebellion. *Active youths, when treated as cyphers, will generally show their consequence by exercising themselves in mischief.* I am convinced, by experience, that it is practicable for teachers to acquire a proper *dominion* over the minds of the youth under their care, by directing those active spirits to good purposes. This liveliness should never be repressed, but directed to useful ends; and I have ever found, the surest way to cure a *mischievous* boy was to *make him a monitor*. I never knew any thing succeed much better, if so well.

In education nothing can be more important than economy of time, even when we have a reasonable prospect of a good portion of it at our disposal; but it is most peculiarly necessary in primary schools, and in the instruction of the poor:—cases

at not finding their stones, which had been conveyed to our wharf. Enquiries were made respecting the authors of this conveyance: we were discovered; complaints were urged against us; many of us underwent correction on the part of our parents; and though I strenuously defended the utility of the work, my parents at length convinced me, that nothing but what was strictly honest could be useful.”—*See Life and Works of Dr. Franklin. Vol. I.*

wherein

wherein the pupil seldom has too much on his hands; and very often a fine genius or noble talents are lost to the state, and to mankind, from the want of it. If we wish to do the best for the welfare of youth, and to promote their interest through life, it will be well for us to study economy of their precious time. "Be careful of time," says the philosopher, "for time is the stuff life is made of." In this respect, I would recommend the teachers of youth, for example, to the industry of the Chinese waterman, who plies one oar with his right foot, another with his left hand, dexterously guiding the sail, in the mean time, with his right hand, while he enjoys his whiff of tobacco seemingly quite at his ease.

As a further proof of the benefit resulting from this mode of instruction, the following instance is remarkable. Several boys belonging to my school were in the habit of playing truant continually. This habit was contracted, as it usually is, by frequenting bad, idle company. One boy seemed quite incorrigible: his father got a log and chain, chained it to his foot, and in that condition, beating him all the way, followed him to school repeatedly. Nothing was of any avail—neither was the lad reformed by any thing the parent could do. At last he was reformed by a contest about *an old rusty nail*. I am not fond of laying wagers; but, without any

any other design than the improvement of two classes, by raising a spirit of emulation among them, I betted with one of my subordinate monitors, a *shilling* against an *old rusty nail*, that another class would excel in writing on the slate, that in which he taught. In case it did, the old rusty nail was to be mine; and the oddity of the thing tickled the fancy of the boys, and served as well for the bone of contention as any thing else. Both classes were disposed to exert all their powers on the occasion, determined not to be excelled. I lost the wager in the sequel; but if it had been fifty times the value, it could not have had a better effect than it had. The truants I have been mentioning were in the two contending classes. The interest they took in the honour of their classes was so great, that instead of playing truant, they came to school, to aid their companions in securing the honour, which was more than the prize. The interest they took in the thing was so great, that they became pleased with school; and, above all, the almost incorrigible boy became reformed, and one of the best proficient in learning in the whole school; and for two years after, which he remained with me, no more was heard of his playing truant. Thus, a little emulation and mental interest in what he had to do, produced that improvement in conduct, and delight in learning, which neither the log, nor the horse-whip, or any other severe treatment he received from his father,

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could

could produce. The reformation was more striking in him, because he seemed a more hardened offender; but there were several others who were completely reformed at the same time, and by the same means. It is by the application of this powerful influence, and by controlling and directing the influence lads have over each other, to useful purposes, that, under the *blessing* which hath rested on my labours, I have been so successful; and I believe, that others who may wish to establish similar institutions, upon the same principles as mine, must build on the same foundation. The passions of the human heart must be their study; and they will find the system itself answer to the effects, as face to face in a glass.

From successfully cultivating the affections, and studying the dispositions of my senior lads, it is, that I have been able to turn the public spirit of youth in my institution against vice and profaneness. The following is a short extract from a letter addressed to John Foster, Chancellor of the Exchequer for Ireland, on Education for the Poor in that Country: (*sold by Darton and Harvey, London:*) a tract I wish to recommend to the perusal of the reader; and which, as well as the system of education, I am happy to say has the marked approbation of the great and enlightened statesman to whom I had the honour of addressing it. He has

repeatedly

repeatedly visited the institution, and, as well as his noble friends*, was extremely gratified at the sight of such a large number of boys, self-educated in so singular a manner.

“A benevolent friend of mine, who resides at a village near London, where he has a school of the class of those called Sunday Schools, recommended several lads to me for education. He is a pious man, and these children had the advantage of good precepts under his instruction, in an eminent degree, but had reduced them to very little practice. As they came to my school from some distance, they were permitted to bring their dinners; and, in the interval between morning and afternoon school-hours, spent their time, with a number of lads under similar circumstances, in a play-ground adjoining the school-room. In this play-ground the boys usually enjoy an hour's recreation: tops, balls, races, or what best suits their inclination, and the season of the year; but with this charge, ‘Let all be kept in innocence.’ These lads thought themselves very happy, at play, with their new associates; but on a sudden they were seized and overcome by numbers, were brought into school just as people in the street would seize a pickpocket, and bring him to a police office. Happening at that time to

* LORD SOMERVILLE, Lord Sheffield, Lady Sheffield, the Archbishop of Dublin, Lady Somerton, and Lord Chief Justice Downe.

be within, I enquired, 'Well, boys, what is all this bustle about?' 'Why, Sir,' was the general reply, 'these ***** lads have been swearing.' This was announced with as much emphasis and solemnity, as a judge would use in passing sentence upon a criminal. The culprits were, as may be supposed, in much terror. After the examination of witnesses and proof of the facts, they received an admonition as to the offence; and, on promise of better behaviour, were dismissed. No more was ever heard of their swearing; yet it is observable, that they were better acquainted with the theory of Christianity, and could give a more rational answer to questions from the Scriptures, than several of the boys who had thus treated them, in comparison, as constables would do a thief.

I call this practical religious instruction, and could, were it needful, add many such anecdotes; but there are two things very remarkable: it is considered as an incumbent duty on every lad attending school, and, above all, the monitors, "not to screen vice or profaneness;" and I lately had two complaints in one day, of boys swearing. The informer against the first culprit had to repeat to me the words which he had been using; he seemed to think his lips would be polluted by the repetition, so he wrote them upon the slate. The second accuser spelt the words very deliberately, instead of pronouncing them at full length, as is usual in other cases.

cases. I have often observed boys reluctant, and afraid to make such repetitions; and am always happy to see timidity on such occasions, and the watchfulness many of the youth under my care exercise over each other for good. In establishing this institution, the influence a master has over his scholars, and the influence they have one over another, have been the objects of constant study and practice; it has most happily succeeded in proving, that a very large number of children may be superintended by one master; and that they can be self-educated by their own exertions, under his care.

The whole school is arranged in classes; a monitor is appointed to each, who is responsible for the cleanliness, order, and improvement of every boy in it. He is assisted by boys, either from his own or another class, to perform part of his duties for him, when the number is more than he is equal to manage himself.

The proportion of boys who teach, either in reading, writing, or arithmetic, is as one to ten. In so large a school there are duties to be performed, which simply relate to order, and have no connexion with learning; for these duties different monitors are appointed. The word monitor, in this institution, means, any boy that has a charge either in some department of tuition or of order, and is

not simply confined to those boys who teach.— The boy who takes care that the writing books are ruled, by machines made for that purpose, is the monitor of ruling. The boy who superintends the enquiries after the absentees, is called the monitor of absentees. The monitors who inspect the improvement of the classes in reading, writing, and arithmetic, are called inspecting monitors; and their offices are indeed essentially different from that of the *teaching monitors*. A boy whose business it is to give to the other monitors such books, &c. as may be wanted or appointed for the daily use of their classes, and to gather them up when done with; to see all the boys do read, and that none leave school without reading, is called the monitor-general. Another is called the monitor of slates, because he has a general charge of all the slates in the school.

The benefits resulting from a system of education which will create motives in the minds of youth, and induce them to exert their powers, is far superior to any benefit the exertions of their master can produce to them. This will be illustrated in a striking manner, by the following curious fact.— Some years ago, a lad, when about thirteen years of age, took it into his head to write paragraphs for newspapers: he did so, but all his paragraphs were returned him unprinted. Previously to this he had
attempted

attempted to write a collection of anecdotes: in this he did not persevere. He attempted to write a sermon, and left it nearly finished, and better than could be expected, considering his education and youth. His next attempt was an Answer to Paine's Rights of Man, which was followed by a *new* System of Physic, a Democratical Pamphlet, and A Defence of Revealed Religion. In all these attempts he wasted many quires of paper, rose in the morning early, neglected his meals, and was often wholly swallowed up in the subject with which his mind was engaged. These were his various and fluctuating pursuits. But what was the result of all these laughable attempts? He insensibly acquired the art of thinking intensely and clearly, on any subject on which his mind was engaged; and, in the end, attained a concise, familiar style of writing, which, it is probable, he never would have acquired by any other means.

*On the Arrangement of the Institution, as connected
with Improvements in Education.*

To promote emulation, and facilitate learning, the whole school is arranged into classes, and a monitor appointed to each class. A class consists of any number of boys whose proficiency is on a par: these may all be classed and taught together. If the class is small, one monitor may teach it; if large, it may still continue the same class, but with more or less assistant monitors; who, under the direction of the principal monitor, are to teach the subdivisions of the class. If only four or six boys should be found in a school, who are learning the same thing, as A, B, C, ab. &c. Addition, Subtraction, &c. I think it would be advantageous for them to pursue their studies after the manner of a class. If the number of boys studying the same lesson, in any school, should amount to six, their proficiency will be nearly doubled by being classed, and studying in conjunction. There are two descriptions of boys to be found in every school; those who are learning to read, and those who have learnt: to the last, reading is not a study, but a medium of religious or moral instruction. To the first, a progressive series of lessons, rising step by step, to that point, where children may begin to store their minds with knowledge for use in future life. This is the second object of instruction, and to which a series of
reading

reading lessons connected with those mechanical, or other pursuits in life, which they are likely to be engaged in, and with religious knowledge, is a valuable auxiliary.

CLASS. READING AND SPELLING LESSONS.

- | | |
|---------|---------------------------|
| 1. | A, B, C, |
| 2. | Two Letters, or ab, &c. |
| 3. | Three Letters. |
| 4. | Four Letters. |
| 5. | Five and six Letters, &c. |

The three succeeding Classes are Boys who may read for Instruction.

- | | |
|---------|----------------------------------|
| 6. | Testament. |
| 7. | Bible. |
| 8. | A Selection of the best Readers. |

With these last three classes I use a particular series of reading, which is annexed; not as the most excellent, but the one I have been able to find, well adapted to their moral and religious improvement.

I now proceed to describe the method of tuition used in the first class.

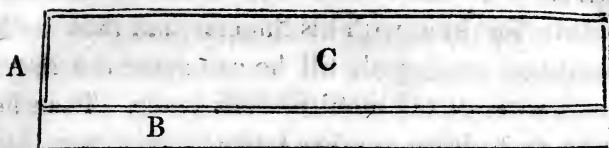
Of

Of the Method of teaching to read.

FIRST CLASS.

The first, or lowest class of scholars, are those who are yet unacquainted with their alphabet. This class may consist of ten, twenty, or a hundred; or any other number of children, who have not made so much progress as to know how to distinguish all their letters at first sight. If there are only ten or twenty of this description in the school, one boy can manage and teach them; if double the number, it will require two boys as teachers, and so in proportion for every additional twenty boys. The reader will observe, that, in this and in every other class, described in the succeeding plan and arrangement, the monitor has but one plain, simple object to teach, though in several ways; and the scholars the same to learn. This simplicity of system defines at once the province of each monitor in tuition. The very name of each class imports as much—and this is called the first A, B, C, class. The method of teaching is as follows: a bench is placed or fixed to the ground for the boys to sit on; another, about a foot higher, is placed before them. On the desk before them is placed deal ledges, (a pantile lath, nailed down to the desk, would answer the same purpose,) thus:

The



The letter A, shows the entire surface of the desk, which is supported by two, three, or more legs, as usual for such desks, and according to the size. B, is a vacant space, where the boys lean their left arms, while they write or print with the right hand. The sand is placed in the space C*. The double lines represent the ledges (or pantile laths) which confine the sand in its place: sand of any kind will do, but it must be dry. The boys print in the sand, with their fingers: they all print at the *command* given by their monitor. A boy who knows how to print, and distinguish some of his letters, is placed by one who knows few or none, with a view to assist him; and particularly, that he may copy the form of his letters, from *seeing* him make them. We find this copying one from another a great step towards proficiency. In teaching the boys to print the alphabet, the monitor first makes a letter on the sand, before any boy who

* The space C, is painted black; the sand mostly used, is whitish: when the children trace the letters in the white sand, the black ground shows them to more advantage.

knows

knows nothing about it; the boy is then required to *retrace* over the same letter, which the monitor has made for him, with his fingers; and thus he is to continue employed, till he can make the letter himself, without the monitor's assistance. Then he may go on to learn another letter.

The letters are taught in courses: they are arranged in three courses, according to their similarity of form. There are three simple examples, which regulate the formation of the whole alphabet. *First*, a line, as in the letters, I, H, T, L, E, F, i, l: *Second*, depending upon the formation of an angle; as, A, V, W, M, N, Z, K. Y, X,—v, w, k, y, z, x: a circle or a curve; as, O, U, C, J, G, D, P, B, R, Q, S,—a, o, b, d, p, q, g, e, m, n, h, t, u, r, s, f, s, j. These courses of letters are soon acquired, on account of the similarity of form. The greatest difficulty in teaching the letters occur in those, the form of which are exactly alike, and are only distinguished by change of position; p, q, and p, d, are perpetually mistaken for each other; by *making* the two letters at the same time, the children readily learn to distinguish them. Then again, they are all employed printing at once; and it is both curious and diverting to see a number of little creatures, many not more than four or five years old, and some hardly that, stretching out their little fingers with one consent, to make the letters. When this is done they sit quietly till the sand is smoothed for them,

by

by the monitor, with a *flat-iron*, as commonly used for ironing linen. The sand being dry, the iron meets no resistance, and thus, all the letters made in a very short time, by each boy, are, in as short a time, obliterated by the monitor; and the boys again apply their *fingers* to the sand, and proceed as before*.

Another method of teaching the alphabet is, by a large sheet of pasteboard suspended by a nail on the school wall; twelve boys, from the sand class, are formed into a circle round this alphabet, standing in their numbers, 1, 2, 3, &c. to 12. These numbers are pasteboard tickets, with number 1, &c. inscribed, suspended by a string from the button of the bearer's coat, or round his neck. The best boy stands in the first place; he is also decorated with a leather ticket, gilt, and lettered *merit*, as a badge of honour. He is always the first boy questioned by the monitor, who points to a particular letter in the

* Having some old alphabets, which were of no use in the school else, they were nailed before each boy; this is not absolutely necessary, but contributes to expedite their progress. While the monitor is smoothing the sand, the employment of the class is unavoidably suspended: the time thus unoccupied is, indeed, but short; but the little printed alphabet often attracts the involuntary attention of the children, when waiting till the sand is ready for them. The example of one often spreads through the whole class; and they make quite a buzz, repeating their letters, till the monitor calls them again to make use of their fingers to shape in the sand.

alphabet,

alphabet, "What letter is that?" If he tells readily, what letter it is, all is well, and he retains his place in the class; which he forfeits, together with his number and ticket, to the next boy who answers the question, if he cannot.

This promotes constant emulation. It employs the monitor's attention continually; he cannot look one way, while the boy is repeating his letters another; or at all neglect to attend to him, without being immediately discovered. It is not the monitor's business to teach, but to see the boys in his class or division teach each other. If a boy calls A, by the name of B, or O, he is not to say, it is not B, or O, but it is A; he is to require the next boy in succession to correct the mistakes of his senior. These two methods, of the sand and alphabet card, with their inferior arrangements detailed, are made use of daily in rotation, and serve as a mutual check and relief to each other.

The figures are taught in the same manner. Sand is a cheap substitute for books any where; but more so in those parts of the country where the soil is sandy, than in London. This method was taken in the outline from Dr. Bell, formerly of Madras; but he did not say, in his printed account of that institution, whether wet or dry sand was used. It for a long time involved our minor classes in much difficulty, having begun with the wet sand: we continued it some time. It required great care in wetting:

wetting: if wetted either too much or too little, it was equally useless and inconvenient; it occasioned a deal of trouble to smoothe, and took double or treble the quantity of sand which it would have taken dry. All these difficulties my boys overcame in a short time; but every time we had a change of monitors in this class, we found it a troublesome qualification for him to attain the art of preparing it properly. All these difficulties were obviated by my hearing from Dr. Bell, that it was dry sand. This circumstance fully shows, how essential a minute detail is, to the ready practice of any experiment, and will be an apology for the length of this, on the art of teaching the A, B, C. We of course use no books for this class of children, nor indeed for several other classes, as will be seen in the sequel.

SECOND CLASS.

The second class are chiefly boys who, having learnt to print the alphabet and *figures* in sand, and readily to distinguish the same on paper, are then advanced to this second, and comparatively superior, class. Their business is to spell short words, by writing them with their fingers in the sand, as the monitor dictates to them: a method clearly described in the account of the new method of spelling in the sequel: the monitor pronouncing a word, as, to, &c.; or a syllable, as, ba, &c. and each boy printing it on the sand with his fingers, and thus spelling it. The order of the desks, and smoothing
the

the sand with the irons, is the same as in the first class. They also make the figures in the sand, to a great number. Besides this they have small slates, the method of obtaining which will be described hereafter. On these slates they learn to make all the alphabet in writing: this is done that they may not, when in the preceding class, be perplexed with learning the printed and written alphabet at once. Care is also taken, that the series of words, and syllables of two letters, which this class print in the sand, is so arranged as to contain all the letters of the alphabet; which, otherwise, being recently learnt, would be easily forgotten, unless kept in memory by daily practice. This arrangement of words, and syllables of two letters, will be published on a sheet by itself, for the use of persons concerned in the education of youth. The words are arranged by themselves, and syllables by themselves: words of two letters, being most familiar to the juvenile mind, are placed first. Syllables are what they cannot attach any sense to; and, in fact, have no sense or meaning, unless compounded into words above the comprehensions of children in this class. They have a card, with words and syllables of two letters, round which the whole class *successively* assemble, in subdivisions of twelve boys each. The first boy is required to spell a word by the monitor, in the same manner as the first boy, in the a, b, c, was required to distinguish a single letter; and precedence is awarded according to excellence,

cellence, as before. In short, this method is the same as with the a, b, c, card, only it is combining the letters, instead of distinguishing them. The succeeding classes have no sand allowed them, but they write on a slate. They are taught to read and spell on the same plan; and therefore, the management of them will be best described by detailing the methods of reading, spelling, writing, arithmetic, emulation, competition, and reward. It is only to be observed, that the class which reads and spells in three letters, spells, by writing on the slate, words of three letters; the 4th, or four-letter class, writing words of four letters; and the 5th, or five-letter class, writing words of five letters on the slate; and the superior classes, words of three or four syllables; also, words with the meanings attached. Each class has cards, in the same manner as the first and second classes; all of which are made use of in a similar way, only varying as to the length of the words or syllables each class may be learning.

Improved Method of teaching Spelling by Writing.

This method of spelling seems to be excellent: it being entirely an *addition* to the regular course of studies, without interfering with, or deranging them in the least. It commands attention, gratifies

the active disposition of youth, and is an excellent introduction and auxiliary to writing. It supersedes, in a great measure, the use of books in tuition, while (to speak moderately) it doubles the actual improvement of the children. It is as simple an operation as can well be conceived.—Thus, supply twenty boys with slates and pencil, and pronounce any word for them to write, suppose it is the word “ab-so-lu-ti-on;” they are obliged to listen with attention, to catch the sound of every letter as it falls from their teacher’s lips; again, they have to retrace the idea of every letter, and the pronunciation of the word, as they write it on the slates. If we examine ourselves when we write letters, we shall find, that writing is so much associated and connected with orthography, that we cannot write a word without spelling as we write, and involuntarily correcting any inaccuracy that may occur.

Now these twenty boys, if they were at a common school, would each have a book; and, one at a time, would read or spell to their teacher, while the other nineteen were looking at their books, or about them, as they pleased: or, if their eyes are rivetted on their books, by terror and coercion, can we be sure that the attention of their minds is engaged, as appearance seems to speak it is? On the contrary, when they have slates, the twentieth boy may read
to

to the teacher*, while the other nineteen are spelling words on the slate, instead of sitting idle. The class, by this means, will spell, write, and read at the same instant of time. In addition to this, the same trouble which teaches twenty, will suffice to teach sixty or a hundred, by employing some of the senior boys to inspect the slates of the others, they not omitting to spell the word themselves; and, on a signal given by them to the principal teacher, that the word is finished by all the boys they overlook, he is informed when to dictate another to the class. This experiment has been tried with some hundreds of children, and it has been found, that they could all write, from one boy dictating the words to be written. The benefit of this mode of teaching, can only be limited by the want of hearing distinctly the monitor's voice; for, if seven hundred boys were all in one room, as one class, learning the same thing, they could all write and spell by this method, at the dictation of one monitor. I appeal to the candour and good sense of every reader, justly to appreciate the benefit and importance of this method of teaching. The *repetition* of one word by the monitor, serves to rivet it firmly on the minds of each one of the class, and also on his own memory; thus, *he* cannot possibly teach the class without improving *himself* at the same time. When we reflect,

* It will be seen in the article Reading, I do not approve of solitary reading, one by one: it has no emulation with it.

that by the advantage of this invention, a boy who is associated in a class of an hundred others, not only reads as much as if he was a solitary individual under the master's care, but he will also spell sixty or seventy words of four syllables, by writing them on the slate, in less than two hours: when this additional number of words, spelt by each boy daily, is taken into account, the aggregate will amount to repetitions of many thousands of words annually; when, not a word would be written or spelt, and nothing done by nineteen twentieths of the scholars in the same time. Thus, it is entirely an improvement and an introduction to their other studies, without the least additional trouble on the part of the teacher; without any extra time of attendance being requisite from the scholar; without deranging or impeding his attention to other studies, as is usually the case with the study of extra lessons; at least, more than doubling the advances of each individual towards a proficiency, at the same time; and, possessing all these advantages, it prevents idleness, and procures that great desideratum of schools, *quietness*, by commanding attention: for, as it requires much writing, but few boys can write and talk at the same time. In this, nothing is wholly committed to the pupil or monitor. Some Studies require a degree of mental exertion, that may or may not be made, and yet the omission remain undetected; but this is so visible, that every boy's attention to his lesson may be seen on his slate;

slate; and detection immediately follows idleness, or an indifferent performance! That a thing, so simple in itself, should abound with so many advantages, is scarcely to be supposed, at a first glance; but, that it does, I am well convinced, by daily experience of its utility; particularly, the improvement it affords by so great a practice in writing.

Boys who learn by the new mode, have six times the usual practice in writing; but, in the old way the expence is, at the first cost, $5\frac{1}{2}$ d. per month, for writing books, pens, and ink, each boy: this will be six times increased, if it is desired to give both classes of boys equal practice; the usual cost for sixty boys is 16*l.* 10*s.* per annum.

| OLD WAY. | NEW WAY. |
|--|--|
| Six times the usual charge for writing paper, &c. <i>£.</i> 99 | If they have not slates already provided, sixty slates will cost <i>£.</i> 1 Allow a hundred slate pencils per annum, each boy, at 8d. per hundred 2 <hr/> <i>£.</i> 3 |

Balance in favour of the new mode *£.* 96.

The many hundreds of respectable characters, nobility, clergy, gentry, merchants, and others, who have visited the institution, can bear witness, that the progress of the boys in writing, by this method of writing all they spell, is astonishing! Not of one, or a few boys, but of the whole school. By this practice of writing on a slate, they learn to humour their pencils, so as to write just like a pen, in making the up and down strokes of the letters. About one hundred and fifty boys have writing books, and their writing on the slate, is a *fac simile* of their writing in books: which they seldom do, more than four times in a week, and then only a single copy, which covers but a quarto page, each time. Slates are an article so great in request, on this plan, that it is proper to procure the best sort: those of a reddish cast allow the pencil to play with more freedom; those of the black kind, though neater in appearance, are generally hard and brittle; and the pencil is more apt to scratch than write thereon: yet, there are some of the black kind which are an exception to this observation. If any gentleman, in a country town or village, should be pulling down an old building that has been slated, the damaged slates from it would be a valuable acquisition to village children: for, by the friction of a little Portland stone and water, on the surface of the slate, they will obtain a good polish, and serve as well for use, as slates of ten times their value. I hope to see the day, when slates and

and slate-pencils will be more resorted to than they have heretofore been, and thus afford to every poor child a cheap and ready medium of instruction, in spelling, writing, and arithmetic.

A Method of teaching to spell and read, whereby one Book will serve instead of Six Hundred Books.

It will be remembered, that the usual mode of teaching requires every boy to have a book: yet, each boy can only read or spell one lesson at a time, in that book. Now, all the other parts of the book are in wear, and liable to be *thumbed* to pieces; and, whilst the boy is learning a lesson in one part of the book, the other parts are at that time useless. Whereas, if a spelling book contains twenty or thirty different lessons, and it were possible for thirty scholars to read the thirty lessons in that book, it would be equivalent to thirty books for its utility. To effect this, it is desirable the whole of the book should be printed three times larger than the common size type, which would make it equal in size and cost to three common spelling books, value from eight-pence to a shilling each. Again, it should be printed with only one page to a leaf, which would again double the price, and make it equivalent in bulk and cost to five or six common books; its different parts should then be pasted on pasteboard, and suspended by a string, to a nail in

the wall, or other convenient place: one paste-board should contain the alphabet; others, words and syllables of from two to six letters. The reading lessons gradually rising from words of one syllable, in the same manner, till they come to words of five or six letters, or more, preparatory to the Testament lessons. There is a circumstance very seldom regarded enough, in the introductory lessons which youth usually have to perform before they are admitted to read in the Testament. A word of six letters or more, being di-vi-ded by hy-phens, reduces the syllables, which compose it to three, four, or five letters each; of course, it is as easy to read syllables, as words of five letters: and the child, who can read or spell the one, will find the other as easily attainable.

In the Testament, the words of two and three syllables are undivided, which makes this division of the lessons a more natural introduction to the Testament. In the preparatory lessons I have used, the words are thus di-vi-ded.

When the cards are provided, as before mentioned, from twelve to twenty boys may stand in a circle round each card, and clearly distinguish the print, to read or spell, as well or better than if they had a common spelling book in each of their hands. If one spelling book was divided into thirty different parts or lessons, and each lesson given to
a different

a different boy, it would only serve thirty boys, changing their lessons among themselves, as often as needful; and the various parts would be continually liable to be lost or torn. But, every lesson placed on a card, will serve for twelve or twenty boys at once: and, when that twelve or twenty have repeated the whole lesson, as many times over as there are boys in the circle, they are dismissed to their spelling on the slate, and another like number of boys may study the same lesson, in succession: indeed, *two hundred boys* may all repeat their lessons from *one* card, in the space of *three hours*. If the value and importance of this plan, for saving paper and books in teaching reading and spelling, will not recommend itself, all I can say in its praise, from experience, will be of no avail. When standing in circles, to read or spell, the boys wear their numbers, tickets, pictures, &c. as described under the head, Emulation and Reward; and give place to each other, according to merit, as mentioned in the account of the two first classes.

In reading, they read lines or sentences, and sometimes paragraphs, in rotation. They are required to read every word slowly and deliberately, pausing between each. They read long words in the same manner, only by syllables: thus, in reading the word, Composition, they would not read it at once, but by syllables: thus, Com-po-si-ti-on; making a pause at every syllable. This deliberate
method

method is adapted to prevent those mistakes, which boys so often make in reading, by pronouncing words wrong: adding, or taking syllables at random, from the words in their lesson, so as to make nonsense of it. A boy may read the word, He-te-ro-dox, in haste, he may call it Heterodoxy; or vary it in any way that haste induces him to misapprehend: but if he read it deliberately, He-te-ro-dox, pronouncing every distinct syllable by itself, he cannot possibly read it amiss. This method, also, accustoms the eye at once to read the syllables in every word, before the word is pronounced. For those who are apt to make blunders in learning to read, this mode will be found the best remedy. We are daily in the habit of speaking to each other: in so doing, we combine syllables into words, and words into sentences; by which we make ourselves understood. This is combination; but those who combine syllables or words improperly, do well to look back to analysis. Syllables are the component parts of words; those who can read syllables distinctly, will soon learn to combine them into words. Every sentence we express, is a combination of syllables and words; under the influence of these daily habits, there is more danger of inattention in learners, to the leading principles of correct reading, than to any other circumstance. I am much indebted to Doctor Bell, late of Madras, for the preceding information on the subject: I have reduced it to practice, and find it does honour to
its

its benevolent inventor; to which I have added several valuable improvements, particularly that of the reading and spelling cards.

Extempore Method of Spelling.

In this method of spelling the card is used instead of a book—the monitor assembles his whole class, by successive circles, or rather semicircles, of twelve or twenties; calling each scholar by numbers; so as to begin at number 1, and go regularly through the whole class. This preserves a regularity in their reading, and prevents any one scholar omitting a lesson. At first this is troublesome, and occasions some noise; because, in the minor classes, the monitors are obliged to call the boys to read or spell, by the list of their names; but, as a number is affixed to each name, the monitors soon become familiar with the names and numbers of boys in their respective classes, and this obviates the difficulty.

When the circle is formed around their card, or lesson, the monitor points, with his pencil or pen, to the columns of spelling which form the lesson for the day. The first boy reads six words, by syllables: he does not spell the words by repeating each letter, but, by repeating, in a distinct manner, each syllable in every word. If he commits any mistake,

the

the next boy is required to rectify it, without being told what the mistake is; if the second boy cannot correct the first, the third or fourth may : in which case, the scholar who rectifies the mistake takes precedence of him that committed it, and receives his *insignia* of merit at the same time. In no case is a monitor suffered to teach or tell the boys in his circle what the error is, unless they should all be equally ignorant: then it becomes his duty to do it. This is, in fact, each boy teaching himself; and the principal duty of the monitor is not so much to teach them, as to see that they teach one another. When the boys in the circle, have thus studied their spelling by reading it, the monitor takes the card into his own hand, and requires them to spell and pronounce such words extempore, as he repeats to them. In doing this, they correct each other's faults, and take precedence as before described.

This method of spelling is commonly practised in schools; but, for the method of *studying* the spelling lessons, I am indebted to Dr. Bell, believing it was his peculiar invention. A great advantage derived from this method, is, that it forms an excellent practical counterpart to the method of spelling on the slate. The boys usually spell this way in rotation; but, if the monitor detects any boy looking about him instead of looking at the lesson, he immediately requires him to perform a part of the lesson which he was inattentive to : he usually performs it ill;
and

and thus his negligence immediately punishes itself, by his losing precedence in his class. It is very important, that in all these modes of teaching, the monitor cannot do as the watermen do, look one way and row another. His business is before his eyes; and, if he omits the performance of the smallest part of his duty, the whole circle are idle or deranged: and detection, by the master, immediately follows his negligence. In society at large, few crimes are ever committed openly; because, immediate detection and apprehension of the offender would follow. On the contrary, many are committed in privacy and silence. It is the same, in performing the simple duties of monitors in my institution: their whole performances are so visible, that they dare not neglect them; and, consequently, attain the habit of performing the task easily and well. This effect is produced from this one cause: that every thing they do is brought to account, or rendered visible in some conspicuous way and manner. What applies to the monitors strictly applies to the boys. There is not a boy, who does not feel the benefits of this constant emulation, variety, and action; for, they insensibly acquire the habit of exercising their attention closely, on every subject that comes before them; and this, without straining it too much.

ARITHMETIC.

An Account of the improved Method of Instruction, in the elementary Parts of Arithmetic.

It is necessary to premise a little respecting the usual mode of teaching arithmetic, which many of my readers will remember to be the method in practice at such schools as they frequented in early youth.

The sums are, in many instances, *set* in the boys' books, by the master or teacher, at the expence of much pains and labour; in other instances they are copied by the pupil, from Walkingame's, or some other arithmetic.

The boys are, or should be, instructed how to work their sums, in the first instance, by the master or teacher; they are then expected to do other sums of a like nature, by the example shown.

This is to be done by them, at their seats; and, when it is finished, the master or teacher should, and in most cases does, inspect it, to see if done correctly.

But

But this operation of adding or subtracting, for instance, is intellectual, not mechanical or audible; of course, we cannot ascertain how many times a boy repeats his sum before it is brought to his master for inspection: steady boys may do it five or six times, but the idle and careless seldom do it more than once; here is much time lost, and a remedy adapted to the case is not in the teacher's power.

Again, when sums are brought up to the master for inspection, each boy's must be individually attended to; here is another great loss of invaluable time. Perhaps, twenty boys have sums ready for inspection at once, and nineteen wait, sit, idle, or talk, while the twentieth is at his master's desk, with his sums. Nor is this all: if an incorrigible dunce happens to show up his sums first, and, as is often the case, adds new blunders to mistakes, he may easily delay his master, and the boys who are waiting to follow him in succession, for some time; and a few instances of this sort, arising from carelessness, inattention, or incapacity on the part of the scholars, will completely derange the business of a morning, and keep a number of their school-fellows unemployed.

Independent of this, it is disgusting to teachers of any description to be continually plodding over the same ground of elementary arithmetic. *Same-*
ness,

ness, in every instance, produces listlessness; and variety is ever productive of agreeable sensations. I have seen a respectable schoolmaster, well versed in the mathematics, have a dozen boys standing round his desk, waiting for him to attend to their sums, while he has been listening to a slow boy, repeating his sum, till he has bitten his lips with vexation.

To prevent this dulness, I have invented an entire new method of teaching arithmetic, that commences when children begin to make their figures. The following is the arrangement of the cyphering classes :

Class 1, Combination of figures.

2, Addition.

3, Compound ditto.

4, Subtraction.

5, Compound ditto.

6, Multiplication.

7, Compound ditto.

8, Division.

9, Compound ditto.

10, Reduction.

11, Rule of Three.

12, Practice.

The first object is to teach children to make their figures. In order to do this, the class learning to make figures are assembled under the monitor, in
one

one part of the school, by themselves. It is to be observed, the same boys who are in one class, according to their proficiency in reading, are in another, according to their progress in arithmetic; that, when the school is cyphering, the classes are organized on the annexed plan of the cyphering classes; when they are reading, they are arranged on the plan of the reading classes, given in a preceding page. They always, on the commencement of school, come in, in their different reading classes; and, when cyphering, afterwards, separate to their several arithmetical classes: after having performed the cyphering, they return to their reading classes, before they go out of school. This changing about from class to class, in which three fourths of the whole school are concerned, is attended with but little bustle, and no confusion. It is usually done in less than five minutes; and the school-room is so large, it will take near that time to go round it. If there are any boys who cannot cypher, they remain under the monitor's care, for instruction in reading, while the others are cyphering. The modes of teaching arithmetic are so simple and easy, that all the boys in the school, who can read and write text-hand in four letters, are put in the first cyphering class.

It is not uncommon to find boys thus instructed, who learn to write and cypher remarkably well, in six months, who never handled a pen, or were taught by any other method. Before boys go into arith-

metic it is needful they should learn to make the figures: on my plan, they learn to make and *combine* them at the same time. The class of boys, who are learning to make their figures, form, in the institution,

THE FIRST CLASS OF ARITHMETIC.

In the tuition of this class, the boys who constitute it, are not limited to number: any boy, for whom it is requisite, is immediately placed in it. Instead of teaching them to make figures in the order of the nine digits, as is usually done, by writing occasionally in copy-books, they have each a slate. The monitor takes a long Addition table, which combines not only units with *units*, but tens with *units*: a thing in which the pupil's greatest difficulty, as to simple and compound Addition, occurs. The monitor reads from this table:

9 and 1 are 10, 9 and 2 are 11, &c. 25 and 1 are 26, 25 and 2 are 27, 25 and 3 are 28, 25 and 4 are 29, 25 and 5 are 30, 25 and 6 are 31, 25 and 7 are 32, 25 and 8 are 33, 25 and 9 are 34; or other variations of the same table.

When these are dictated, each boy writes them on his slate: the monitor and senior boys in the class, assisting.

assisting in teaching the beginners, to make the figures, till they can make them themselves. The monitor also varies the tables:

Take 9 from 10, 1 remains; 9 from 11, 2 remain; 9 from 12, 3 remain, &c.

He also uses the Multiplication table, and reverses it in the same manner: 6 times 2 are 12, 2 in 12 6 times.

In the same way he teaches them the Shillings' and Pence tables. The knowledge of figures which the children acquire by this method is great; and the improvement of this class in making the figures, does much credit to the class and teachers. It is true, the class are told all they are to do: but, in doing what they are bidden, they acquire a ready knowledge of the figures; whilst they are insensibly led into the habit of giving attention to all they do, and taking pains in doing it. By making their figures so many times over, they unavoidably attain freedom in making them; and this is the best step that can possibly be taken to facilitate their improvement in the next stage of their progress in arithmetic.

The same variation and tables, without the total, or answer to the monitor's question, applies to Subtraction, Multiplication, Division, and the Pence

and Shillings' tables. This method of instruction has also a counterpart: an arithmetical table of this kind, applied to the first four rules, without the amount of each combination annexed, is placed on the wall, or other convenient place. In the former instance, the monitor told the class, 9 and 9 are 18, and they wrote it. He now subdivides the class; and they assemble, successively, in circles of twelve boys, around the tables of figures on the wall. They have their numbers, insignia of merit, prizes, &c. as in other divisions of classes. The monitor then puts the question to the first boy—How much are 9 and 4? and the boy is expected to tell the amount—13. If he cannot answer correctly, the monitor puts the question to another boy, till he finds one who can: and he takes precedence, and the badge of merit from the boy who is unable to answer the question. The boys in this class are called out, in successive companies of twelve each, to answer questions of this nature, *applicatory to the similar lesson they have that day been performing on the slate*; and he varies the questions, as, How much are 9 and 9?—take 9 from 18—what remains?—How much are 9 times 9?—How many times 9 in 81?

Whilst one company of twelve boys (the number need not be restricted to twelve, but it can hardly be more than twenty, with propriety) are performing this task, the remainder of the class continue at
their

their seats, writing what the monitor dictates, till the first division of twelve have finished their lesson. Then another division goes out, to the same lesson on the card; and they return to write on the slate. This is done every day, till the whole class has performed their lesson both ways. This method serves as an introduction to Numeration, which, it will be seen in the sequel, is only taught *in a practical way*.

The next is the Simple Addition class. Each boy in every cyphering class, has a slate and pencil; and we may consider, that the subject now before us relates to the best method of conveying the knowledge of arithmetic to those who are unacquainted with it. They usually begin with small sums, and gradually advance to larger; but, boys who have been well instructed in the preceding class, are not only qualified for this, but have a foundation laid for their future proficiency in every branch of arithmetic. As the reader will observe, the whole of this method of teaching is closely connected with writing: it not only unites a mental exertion with itself, but always renders that *mental* exertion, however great or small, visible to the teacher; and enables him to say, with certainty, that his pupils have performed their business. The monitor, or subordinate teacher of the class, has a written book of sums, which his class are to do; and

he has another written book, containing a key to those sums, on a peculiar plan, which will be described, and which fully shows how they are to be done.

In the first place, when his class are seated, he takes the book of sums—suppose the first sum is as follows :

| | |
|----------|-------|
| | lbs. |
| (No. 1.) | 27935 |
| | 3963 |
| | 8679 |
| | 14327 |
| | <hr/> |
| | 54904 |
| | <hr/> |

He repeats audibly the figures 27,935, and each boy in the class writes them; they are then inspected, and if done correct, he dictates the figures 3,963, which are written and inspected in like manner: and thus he proceeds till every boy in the class has the sum finished on his slate.

* Any boy who can read and numerate a little, is able to perform this duty as well as the principal monitor. The boy who reads the sum cannot be idle: if he is, the whole class must be so too; and, whilst teaching others, he is rapidly improving himself.

He

He then takes the key, and reads as follows:

FIRST COLUMN.

7 and 9 are 16, and 3 are 19, and 5 are 24. Set down 4 * under the 7, and carry 2 to the next.

This is written by every boy in the class, inspected as before, and then he proceeds.

SECOND COLUMN.

2 and 7 are 9, and 6 are 15, and 3 are 18, and 2 I carried are 20. Set down 0 and carry 2 to the next.

THIRD COLUMN.

3 and 6 are 9, and 9 are 18, and 9 are 27, and 2 I carried are 29.—Set down 9 and carry 2.

FOURTH COLUMN.

4 and 8 are 12, and 3 are 15, and 7 are 22, and 2 I carried are 24.—Set down 4 and carry 2.

FIFTH COLUMN.

1 and 2 are 3, and 2 I carried are 5.

* When the teacher reads, set down 4 under the 7 and carry 2 to the next, the lads who are inspecting the manner in which the boys in this class perform their sums, see that each boy writes down the 7 under the 4, and that they do the same with the amount; to be set down in every succeeding column.

F 4

Total,

Total, in figures, 54,904lbs. Total, in words, fifty-four thousand, nine hundred and four pounds.

The whole of a sum is written in this manner, by each boy in the class: it is afterwards inspected by the monitor, and frequently by the master; and it is a method, in particular, well adapted to facilitate the progress of the scholars in the elementary parts of arithmetic.

Its good effects are deducible from principle, as well as practice. For youth to be conversant in arithmetic, it is needful that the most frequent combinations of figures which occur in the first four rules, should be familiar to their memory. Now, *the frequent recurring of one idea*, if simple and definite, is alone sufficient to impress it on the memory, without sitting down to learn it as a task; and, in the method of tuition just described, every boy is obliged to repeat it at least twice. First, the impression it makes on his mind, when listening to his monitor's voice, and the repetition of that impression when writing it on the slate. When a certain quota of sums are done, the class begins anew: and thus repetitions gradually succeed each other, till practice secures improvement, and removes boys individually into other classes and superior rules, when each boy has a suitable prize, which our established plan appropriates to the occasion.

Multiplication

Multiplication is easily attained by this method: and the use which is made of the Multiplication table in general, as an auxiliary to the memory in acquiring this rule, is a cogent reason in favour of the method I suggest to public notice.

In the instance of dictating the figures 27,935, and any other variations after the same example, the scholars, by writing, acquire a thorough knowledge of Numeration, expressed both in words and figures, without paying any attention to it as a *separate* rule. In fact, Numeration is most effectually learned by the scholars in my institution, not from the study, but by the practice of it; and I may add, almost every other branch of knowledge, taught in the different classes, is acquired in the same easy and expeditious way.

The boys vie with each other in writing their sums neatly on the slate, and their practice and improvement in writing is greatly increased by this means.

Before the introduction of this method, I had found it needful to employ the senior boys as teachers of arithmetic: and, when their improvement in the lower rules was desirable, a more honourable and efficacious mode could not be adopted; but when proficiency was such as rendered
it

it needless, it was time not so usefully employed as it might be. This I saw with regret, and have the pleasure of seeing the difficulty removed by this improvement.

It must be obvious, that if a boy had studied and attained a quickness in addition, and was to repeat it before me, in the usual way, to show his improvement, the key to the preceding sum comprises the substance of what he would express; and if I were to take a scholar, unacquainted with arithmetic, and show him minutely how he was to work the sum, the key contains not only the substance of what I should express, but also the same of any other teacher in like case.

By this means, any boy of eight years old, who can barely read writing, and numerate well, is, by means of the guide containing the sums, and the key thereto, qualified to teach the first four rules of arithmetic, simple and compound, if the key is correct, with as much accuracy as *mathematicians* who may have kept school for twenty years.

Perhaps it is not reasonable to expect much invention and intellectual exertion from boys, whose talents are yet in embryo; but, when the line is drawn, they can abide by it. Boys in general are excellent agents, in whatever they are equal to; and,
in

in this case, nothing is left to their discretion, and they cannot err, without they go to sleep, or do it for the purpose.

Here is a positive certainty to the teacher, that every boy in the class is employed, and detection follows a disposition to idleness as soon as it exists; that none sit idle while others are waiting the master's partial instructions; and that three times the usual quota of sums are done and repeated by every boy.

Some examples of sums, in the succeeding classes, are added.—I propose soon to publish a collection of sums, with appropriate keys, for the use of schools.

EXAMPLES.

| | | |
|-------|----|-----------------|
| 639 | 11 | $1\frac{1}{2}$ |
| 237 | 16 | $9\frac{3}{4}$ |
| 482 | 10 | $8\frac{1}{4}$ |
| 118 | 9 | $10\frac{1}{2}$ |
| 638 | 17 | $7\frac{1}{4}$ |
| <hr/> | | |
| 2117 | 6 | $1\frac{1}{4}$ |
| <hr/> | | |

FARTHING.

$\frac{1}{4}$ and $\frac{1}{2}$ make $\frac{3}{4}$, and $\frac{1}{4}$ makes 1d. and $\frac{3}{4}$ make $1\frac{3}{4}$, and $\frac{1}{2}$ make $2\frac{1}{4}$.—set down $\frac{1}{4}$ under the farthings and carry 2 to the next.

PENCE.

PENCE.

7 and 8 make 15, and 9 make 24, and 1 makes 25, and 10 make 35, and 2 I carry make 37. 37 pence are 3 shillings and 1 penny.—Set down 1 under the pence, and carry 3 to the next.

SHILLINGS.

7 and 9 make 16, and 6 make 22, and 1 makes 23, and 10 make 33, and 10 make 43, and 10 make 53, and 10 make 63, and 3 I carry make 66. 66 shillings are 3 pounds 6 shillings.—Set down 6 under the shillings, and carry 3 to the next.

POUNDS, FIRST COLUMN.

8 and 8 make 16, and 2 make 18, and 7 make 25, and 9 make 34, and 3 I carry make 37.—Set down 7 under the 8, and carry 3 to the next.

SECOND COLUMN.

3 and 1 make 4, and 8 make 12, and 3 make 15, and 3 make 18, and 3 I carry make 21.—Set down 1 under the 3 and carry 2 to the next.

THIRD COLUMN.

6 and 1 make 7, and 4 make 11, and 2 make 13, and 6 make 19, and 2 I carry make 21.—Set down 21.

Total, in figures, 2117 6 $1\frac{1}{4}$

Total,

Total, in words, two thousand one hundred and seventeen pounds, six shillings, and one penny farthing.

SUBTRACTION.

67843789

16754899

51088890

Take 9 from 9, 0 remains—9 from 8 I cannot; borrow 10 and say, 9 from 18 and 9 remain—carry 1 to the 8 is 9—9 from 7 I cannot; borrow 10 and say, 9 from 17 and 8 remain—carry 1 to the 4 is 5—5 from 3 I cannot; borrow 10 and say, 5 from 13 and 8 remain—carry 1 to the 5 is 6—6 from 4 I cannot; borrow 10 and say 6 from 14 and 8 remain—carry 1 to the 7 is 8—8 from 8 and 0 remains—6 from 7 and 1 remains—1 from 6 and 5 remains.

Remainder, in figures, 51088890.

Remainder, in words, fifty-one million, eighty-eight thousand, eight hundred and ninety.

| L. | S. | D. |
|-------|----|----------------|
| 167 | 13 | $1\frac{1}{4}$ |
| 39 | 17 | $9\frac{3}{4}$ |
| <hr/> | | |
| 127 | 15 | $3\frac{1}{2}$ |

FARTHING.

FARTHINGS.

Take $\frac{3}{4}$ from $\frac{1}{4}$ I cannot; borrow 1d. and say, $\frac{3}{4}$ from $1\frac{1}{4}$ and $\frac{1}{2}$ remains—carry 1 to the pence.

PENCE.

1, I carry to the 9 is 10—10 from 1 I cannot; borrow 12 and say, 10 from 13 and 3 remain.—carry 1 to the shillings.

SHILLINGS.

1, I carry to the 17 is 18—18 from 13 I cannot; borrow 20 and say, 18 from 33 and 15 remains—carry 1 to the pounds.

POUNDS.

1, I carry to the 9 is 10—10 from 7 I cannot; borrow 10 and say, 10 from 17 and 7 remain—carry 1 to the 3 is 4—4 from 6 and 2 remain—Bring down the 1.

Remainder, in figures, 127 15 $3\frac{1}{2}$.

Remainder, in words, one hundred and twenty-seven pounds, fifteen shillings, and three-pence halfpenny.

MULTIPLICATION.

MULTIPLICATION.

6789748

12

81476976

12 times 8 are 96.—Set down 6 and carry 9. 12 times 4 are 48, and 9 I carried make 57—7 and carry 5. 12 times 7 are 84, and 5 I carried make 89—9 and carry 8. 12 times 9 are 108, and 8 I carried make 116—6 and carry 11. 12 times 8 are 96, and 11 I carried make 107—7 and carry 10. 12 times 7 are 84, and 10 I carried make 94—4 and carry 9. 12 times 6 are 72, and 9 I carried make 81—Set down 81.

Total, in figures, 81476976.

Total, in words, eighty-one million, four hundred and seventy-six thousand, nine hundred and seventy-six.

L. S. D.

6732 16 11 $\frac{1}{4}$

12

80794 3 3

FARTHINGS.

12 times 1 are 12—12 farthings are 3d. Carry 3 to the pence.

PENCE.

PENCE.

12 times 11 are 132, and 3 I carried make 135—
135d. are 11s. 3d.—Set down 3 under the pence and
carry 11 to the shillings.

SHILLINGS.

12 times 16 are 192, and 11 I carried make 203—
203s. are 10l. 3s.—Set down 3 under the shillings
and carry 10 to the pounds.

POUNDS.

12 times 2 are 24, and 10 I carried make 34—4
and carry 3 to the next. 12 times 3 are 36, and 3
I carried make 39—9 and carry 3. 12 times 7 are
84, and 3 I carried make 87—7 and carry 8. 12
times 6 are 72, and 8 I carried make 80. Set down 80.

Total, in figures, 80794l. 3s. 3d.

Total, in words, eighty thousand, seven hundred
and ninety-four pounds, three shillings and three-
pence.

DIVISION.

DIVISION.

$$12 \overline{)87832468}$$

$$\underline{7319372-4}$$

12 in 87, 7 times, and 3 over I carry to the 8 make 38. 12 in 38, 3 times, and 2 over I carry to the 3 make 23. 12 in 23, once, and 11 over I carry to the 2 make 112. 12 in 112, 9 times, and 4 over I carry to the 4 make 44. 12 in 44, 3 times, and 8 over I carry to the 6 make 86. 12 in 86, 7 times, and 2 over I carry to the 8 make 28. 12 in 28, twice, and 4 over.

Product, in figures, 7319372—and 4 over.

Product, in words, seven million, three hundred and nineteen thousand, three hundred and seventy-two—and four over.

| L. | S. | D. |
|--------|----|-------------------------|
| 12)637 | 14 | $1\frac{1}{4}$ |
| <hr/> | | |
| 53 | 2 | $10-1\frac{1}{4}$ over. |
| <hr/> | | |

POUNDS.

12 in 6 I cannot; but 12 in 63—5 times and 3 over. 12 in 37—3 times, and 1 over I carry to the shillings.

e

SHILLINGS.

SHILLINGS.

17. over I carried to the 14s. makes 34s. 12 in 34 twice, and 10s. over I carry to the pence.

PENCE.

8-10s. over I carried to the 1d. makes 121 pence. 12 in 121, 10 times, and 1d. over I carry to the farthings.

FARTHINGS.

1d. over I carried to the $\frac{1}{4}$ makes 5 farthings. 12 in 5, I cannot.— $1\frac{1}{4}$ over.

Product, in figures, 53l. 2s. 10d.— $1\frac{1}{4}$ over.

Product, in words, fifty-three pounds, two shillings and ten-pence.—five farthings over.

Every rule in arithmetic is usually considered as a study appointed for a separate class. (See table of classes mentioned page 64.) The object of the boys in each class is to study *only* that rule or lesson appointed for them; and, whatever number of boys there may be in any one class, whether ten, fifty, or five hundred, the trouble of tuition is not at all increased by the addition of numbers. The *inspection* of the sums or spelling written on the slate is more, and the number of inspecting boys is greater

in

in proportion, By the method of arithmetic just described, every boy in each class is *told* by the teacher all he is to do; and his sole business is to do it, so often as to become quite familiar with it. In the succeeding method, the boy's business is to do every thing without instruction.

Each arithmetical class is called out according to the list, in companies of twelve. To each class is allotted a proper sum, according to the rule they are in. This sum is written on a card, with ink; or on a board, with chalk. The twelve boys stand round the sum they are to work; and the board, on which the sum is, is suspended from the wall. The teacher is provided with a key to the sum, similar to those before described. Each semicircle have their *insignia* of merit, &c. and each boy gives precedence to any other boy who excels him in performing his lesson. The teacher then requires the first boy to add the first column, if in Addition; or to multiply the first figure, if in Multiplication. He is to do this aloud, *extempore*, without any previous knowledge of the sum, or assistance from his teacher in performing it. If he mistakes, it is not the monitor's business to rectify the mistake, but the next boy is to try if he can do it: and if none of the twelve can answer right, it must be done by the monitor. When many mistakes in a whole class occur, such boys must practise more in the methods first described, before they are tried this way. The

former method affords an easy introduction to this. The same advantage is possessed by both; that neither teacher nor learner can be idle. Our system of emulation enables me to combine encouragement and reward with it, in a manner more than usual in schools where this is practised. The last method being such as is usually taught in some schools, it requires a boy of superior abilities; to teach those who are inferior to himself in proficiency. The improvement I have made is by introducing the key, which reduces it to a mere system of reading on the monitor's part. If the boys repeat the sum, *extempore*, naming the total, according to the key in the teacher's hand, they are correct; if their account differs, the monitor immediately detects the error, when it becomes the business of the next boy in the class to correct it. On this plan, *any boy who can read, can teach*; and the inferior boys may do the work usually done by the teachers, in the common mode: for a boy who can read, can teach, ALTHOUGH HE KNOWS NOTHING ABOUT IT; and, in teaching, will imperceptibly acquire the knowledge he is destitute of, when he begins to teach, by reading.

There is yet another way of trying the proficiency of the scholars, after they have been used to both the preceding methods of tuition: the teacher places each boy in a situation where he cannot copy from, or be assisted by, any other, who has the same task to perform. He gives him a sum, according to the
rule

rule he is in, and requires him to make a key to the sum, in a correct manner. If he can do this readily, a number of times, it is a proof that he is conversant with the rule he is in; and, when practice has deeply impressed it on his memory, he may advance to another rule. The first class, or combination of figures, is examined the same way. The tables in Addition are written on the slate, without the amount, thus: 6 and 6 are—the boy who is examined, is required to add the amount—12. If he can do this, with every combination of figures, in the Addition and other tables, he is then fit for cyphering. By the old method of teaching arithmetic, there is usually a great consumption of printed books of arithmetic; the new method almost entirely supersedes them. The same economy applies to another expensive article of consumption in schools, cyphering books; in which the scholars usually write down all the sums they do. The expeditious progress they make, both in writing and accounts, is so great, they need only commit to writing a very short *specimen* of their sums, for the satisfaction of their parents; and even that is not absolutely needful. By using their pencils well, they acquire an equal facility in the use of their pens.

INSPECTION.

HAVING detailed a method of tuition for the several classes, it will be obvious, that, on the admission of boys into the school, they should be classed according to their proficiency. Those who have not learnt their letters, will be placed in the A, B, C, class; those who know all their letters, but do not know how to combine them, are placed in the two-letter class. Such as can spell in two letters, but not in three, are placed in the three-letter class; the four and five-letter classes are organized, and receive additions, on the same principle. After this it is considered, boys should read for the improvement of their minds; and are classed accordingly, in the Testament or Bible. The arithmetic classes are constituted in the same manner. Each boy should be examined before he is classed. The lessons for every class being determined on, and the name of each class, descriptive of the lessons, learnt by it; no other lessons can be taught to each class than those appointed for it. Boys should be removed from one class to another, as soon as they are proficient in that to which they belong. Thus, a boy in the A, B, C, having learnt to distinguish all his letters, should be removed to the next, or mono-syllable class of two letters; and, when he is proficient in that he should be removed higher, and so on. As the scholars are all arranged in different classes,
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many of them will soon make a proficiency, by these expeditious modes of teaching; and, as they cannot learn more than what is appointed for the class—cannot remove themselves—nor can their monitor remove them—they must remain where they are, losing time, and making no progress, unless the system of inspection I am about to describe, prevented the evil. A monitor is appointed as inspector-general of reading: he keeps a list of every class of reading in the school. Whenever a new scholar enters, another monitor, whose business it is, examines what progress in learning the pupil has made, and appoints him to a class accordingly. The first duty of the inspector of reading, is to see, that each scholar's name is duly entered on the list of the class to which he is sent on commencing school. This is a matter of consequence. If any omission be made in the entry of each boy's name, it is possible the inspection may be conducted well, and yet the boy, whose name is omitted, be passed by; and, whatever his improvement may be, he may remain stationary.

The monitor of each class keeps a list thereof. It is also his duty to see the inspection conducted, so that no boy is passed by who is in his class. But the inspector of reading keeps a list of every class of reading in the school; and, when his lists are correct, he proceeds to duty, but not before.—He begins his inspection, by desiring the monitor of

the first class to bring up six boys, according to the list. He then compares their names with his own list, and examines them, to see if they can tell all their letters, and make them in the sand. If so, they are fit for the next class, and the inspector orders them to be removed accordingly. Then he proceeds with every other class in the same way: and, when he has examined the whole, he begins anew. Thus, by diligence and attention on his part, some hundreds of boys may be examined in a few days. When a boy is removed from one class to another, he has permission to choose a prize, of a stated value, for himself, as a reward for his diligence; and the monitor is entitled to one of the same value, for his care in improving his scholars. The date of examination, class removed to, prize chosen, &c. are all entered in a book at the time of inspection.

It is no unusual thing with me to deliver one or two hundred prizes at the same time. And at such times the countenances of the whole school exhibit a most pleasing scene of delight: as the boys who obtain prizes, commonly walk round the school in procession, holding the prizes in their hands, and an *herald* proclaiming before them, "These good boys have obtained prizes for going into another class." The honour of this has an effect as powerful, if not more so, than the prizes themselves.

EMULATION

EMULATION AND REWARDS.

IN spelling by writing on the slate, the performances of the scholars are inspected, sometimes by the monitor of their class, often by an inspecting monitor, and occasionally by the master.

Printing in the sand is inspected in the same manner as in the new method of teaching arithmetic. Every boy is placed next to one who can do as well or better than himself: his business is to excel him, in which case he takes precedence of him. In reading, every reading division has the numbers, 1, 2, 3, &c. to 12, suspended from their buttons. If the boy who wears number 12, excels the boy who wears number 11, he takes his place and number; in exchange for which the other goes down to the place and number 12. Thus, the boy who is number 12, at the beginning of the lesson, may be number 1, at the conclusion of it, and *vice versa*. The boy who has number 1, has also a single leather ticket, lettered variously, as, 'Merit,'—'Merit in Reading,'—'Merit in Spelling,'—'Merit in Writing,' &c. this badge of honour he also forfeits, if he loses his place by suffering another to excel him. He has also a picture pasted on paste-board, and suspended to his breast; this he forfeits to any boy who can excel him. Whoever is in the first place at the conclusion of the lesson, delivers
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the ticket and picture to a monitor appointed for that purpose. The honour of wearing the ticket and number, as marks of precedency, is all the reward attached to them; but the picture which has been worn entitles the bearer to receive another picture in exchange for it; which becomes his own. This prize is much valued by the minor boys, and regarded by all. Pictures can be made a fund of entertainment and instruction, combined with infinite variety. When a boy has a waggon, a whip-top, or ball, one thing of the kind satisfies him, till it is worn out; but he may have a continual variety of pictures, and receive fresh instruction as well as pleasure from every additional prize. I lament that there is not a series of cheap, regular pictures, that would be fit to put into the hands of children. Nothing can be better adapted to allure their minds into a love of learning. Yet, many of the common pictures, of which tens of thousands are printed annually, and sold among the children of the poor, are mere catch-penny rubbish; so badly designed and executed, and on such silly subjects, as to be fit only to debase the minds of youth. A regular series of instructive prints might be published at the same expence; but they should be selected or designed by a person acquainted with the minds and manners of youth. The advantage of some prints, as rewards for children, is their cheapness; and others, is their utility: those are printed for sale, at one halfpenny or a penny each; and are sold, wholesale,

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at a much cheaper rate. Many such prints can be cut into four or six parts. Every part will be a complete subject itself, and fit for a prize: thus, less than a shilling per day will afford prizes, morning and afternoon, for a hundred and twenty children or more, and raise emulation among the whole school. I hope all ladies, who are patrons of schools, will adopt these articles for prizes.

By the foregoing observations it will appear, that emulation and reward are closely united with continual inspection and application to learning. Another method of rewarding deserving boys is by paper tickets, which are numbered, one, two, three, &c. they are given to such boys as distinguish themselves in writing with the pen; which is done about four times a week, by *part* of the school only, in order to accustom them a little to the use of the pen. Each number is to be obtained several times, before the bearer can obtain the prize appropriated to it: as,

Number 1, three times, to receive $\frac{1}{2}$ d.

2, six times, 1d.

3, eight times, 2d.

4, nine times, 3d.

5, twelve times, 6d.

Every time a ticket is obtained, it is booked by a monitor, whose office it is to record tickets, prizes, &c. The tickets are given, according to the evident and various

various degree of pains the scholar may have taken with his performance. They are given by the monitor or teacher who inspects the written copies, according to his judgment of the performances submitted to his inspection. It requires some discretion in the master to choose a lad for this office, whose eye is capable of at once *discriminating between one performance and another*, and of discerning where exertions have been made by the learner to improve. In small institutions the master may perform this office; in large ones he can only do it occasionally. I have several lads who are capable of this office, and perform it well. The best way to qualify a boy for such a duty, is to accustom him to inspect and compare the performances of boys in writing on the slate, one with another; he may decide improperly in some instances, at first, but practice will soon make him perfect in discriminating and deciding; and then he will be found a very useful auxiliary in a school. It is as easy to form a number of boys, as one or two, on this plan; and they may be qualified sooner than usual, if required, provided the master renews the same inspection and decision in their presence, after they have done; and shows them every prominent case in which they may have decided wrong, and *why* they have done so. When boys have obtained their tickets for writing the stipulated number of times, they are permitted to choose any prize of the value appropriated to the number on their tickets: and there is a choice variety
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of prizes, consisting of toys, bats, balls, kites, &c. but the books with prints or pictures are more in request among the children, and generally more useful than any other prizes whatever.

I believe, the emulation I have described as united with my methods of teaching, will be found most useful as a stimulus to the exertions of those scholars who possess no more than common abilities; indeed, it is for this class of learners, who, in general, give the most trouble, that such methods of teaching and encouragement *are most wanting*. The drudgery of teachers is always greater or less, in proportion to the quickness or dullness of their scholars; but, in these modes of teaching all must exert themselves according to their abilities, or be idle. If they exert themselves as well as they can, they will improve accordingly—if they are idle, it is immediately detected, and as rapidly punished; of the method of doing which I shall treat presently. However, where lads of genius and quickness of intellect are found, they will soon show themselves. Indeed, I believe, that many lads of genius are unknown in the schools they attend, even to the masters themselves, because they have no stimulus to exertion, no opportunity of distinguishing themselves—or, that nothing happens to develope their latent powers. Similar to this was the case of the Portuguese in Brazil, who frequently passed diamonds, when in the rough, through their hands, and

and despised them as pebbles ; but, when the mines were discovered, they regretted their ignorance. Whenever superior merit shows itself in schools, it should always be honoured, rewarded, and distinguished : one or two lads of this description influence a whole school by their beneficial example. I generally reward such by gifts of some of the most valuable books and other prizes : silver pens, and sometimes silver medals. The medals are engraved with the name of the youth who obtains them, and for what given. To some of my senior lads I have given *silver watches*, at my own expence; and think the encouragement so given has had its good effect.

Another method of encouraging deserving youth, who distinguish themselves by their attention to study, is equally honourable but less expensive. I have established in my institution an order of merit. Every member of this order is distinguished by a silver medal, suspended from his neck by a plated chain. No boys are admitted to this order, but those who distinguish themselves by proficiency in their own studies, or in the improvement of others, and for their endeavours to check vice.

It is certainly a distinction founded on the principle of nobility. In a community, those who, from the nobler motives that animate the human mind, render important services to the nation to which they belong, are its nobles; and it is impossible that
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the son of such a man should not inherit his father's distinction, if his own conduct does not disgrace it. It is morally impossible, that the splendour of actions which are of real benefit to society, or of another class of actions, which are of no real good to, but only dazzle mankind, *should not* shed a kind of true or false lustre over the descendants of such distinguished men. I believe this is the original principle of true and of hereditary nobility. Hereditary nobility cannot possibly exist in schools, but it may in the first instance. In every case the distinctions of nobility that exist in society at large, are only civil distinctions, that imply the possessors have rendered a real service to the state. Nobility may possibly be abused, as other institutions are; but I think it in itself one of the most beneficial distinctions that ever existed in society at large. A distinction that has existed, and will exist in all societies, because it is natural. The distinctions and titles which are attached to nobility, are only a civil description and definition of what existed before. Those distinctions may be proper or improper, as they are connected with truth or flattery; but the foundation of nobility still continues pure, uncontaminated, and beneficial to society. In the community at large it is more distinguished, because the cause of it is more beneficial and extensive. In small and select societies, of any description, the advantage of civil distinctions for those who are privileged by them, is, that they are
known,

known, in a good degree, at first sight, to strangers and foreigners. They do not stand in the back ground, as they would if their merit was unknown and undistinguished. Every boy of merit in my school, who has a silver medal, is distinguished at first sight, by those benevolent characters who often visit it. No question is more common from a stranger, than, 'Why does that boy wear a medal; and for what?' Every individual so honoured, is conscious that he stands in a conspicuous situation; and, that his medal proclaims his merit to all who see him. He also knows, that it was only obtained in consequence of his diligence, either in teaching others, or improving in his own learning; and, that no indifferent or bad boy can obtain this reward—also, that if he becomes such, he will forfeit his distinctions. This makes him anxious, by a perseverance in good conduct, to merit the continuance of distinction. This is a stimulus to order and improvement, which children, taught only under the influence of the cane and the rod, never can enjoy. *Those* medals are not often given away, but remain in the school, and are distributed, to those who are privileged to wear them, morning and afternoon; and are returned, before the boys leave school, to the monitor who is appointed to take care of them. No instance has occurred of losing a medal by theft—a singular thing among so many hundred children.

Another

Another method of rewards is for those boys who are first in their classes: these have not only a badge of merit, of leather gilt and lettered, but a similar badge lettered 'Prize Book,' 'Prize Cup and Ball,' 'Prize Kite,' &c. The boy who continues *first* in his class, for three or four successive times, is entitled to the prize lettered on the ticket he has worn. If any boy excels him, he forfeits his ticket and place in the division, to that boy. The boy who obtains the ticket once, must retain it three or four times successively—if he once forfeits his place and ticket, he forfeits his chance of the prize, although he may have obtained it three times out of four. These prizes are very much limited to the arithmetical classes.

There is also a similar method of encouraging the monitors to diligence. The object for them to pursue is to improve their classes as much as possible. Each monitor of a class or division, is to teach that class a specific object or lesson. When the boys have individually acquired the object of their studies, it will be perceived, by the system of inspection before described, that they are removed to another class. The monitors who improve their boys, so as to get them to another class, are permitted to wear a ticket, 'Commendable Monitor;' and, whoever gets this six times in succession, is entitled to any prize, which may have been previously promised by the master, according to his discretion.—

discretion.—This applies chiefly to the monitors of reading and arithmetic.

It frequently happens, that boys distinguish themselves much in their learning at school; and occasional letters, sent by the master to their parents, to inform them of this, is encouragement for the child to continue a regular attendance at school.

It is a common practice for one class to try to excel another. The highest class, as to proficiency in learning, occupies the most honourable place in the school: a place no otherwise distinguished from the rest, than that it is the customary seat of that class. When an inferior excels a superior class, the superior class quits its station, and goes down to the seats of the inferior. When this happens, the superior class, finding itself excelled, and not liking the disgrace, usually works very hard to regain its former seats. These contests are decided by writing on the slate, or in a book.—The performance of every boy in an inferior class, is compared impartially with that of a boy in the superior. The umpire decides which is the best of the two. On which side the decision is given, a number 1, is minuted down on a slate, in favour of that class; then the umpire, or monitor appointed to decide, proceeds making comparisons between two boys of each class, till both classes are entirely examined. When the examination, which

may be compared with polling at elections, is finished, the number of *ones* in favour of each class is cast up, and decided in favour of that which has the majority. The industry and exertion this creates is surprising; and the exultation which takes place among the boys, when they find the majority in favour of their own class, and the manner in which the monitors spur on their classes, by reproaches, when boys are remiss; and by commendations, when they strive to excel, affords much pleasure. When a contest of this kind occurs, which frequently happens, the whole school, and, above all, the monitors of the classes, are so interested, that, if permitted, they would attend to no other business while the decision is carrying on. The contest is speedily terminated, mostly in less than ten minutes. A striking advantage accrues from this emulation: each monitor and scholar is interested in such a degree, in the contest, that he exerts his utmost abilities—and, having once discovered what they are able to do, the master knows what to require of them to do in future, according to the specimen they have shown of their abilities. It is a contest much in the nature and spirit common in elections; but controlled and directed, without excess, in a peaceful way, to a very useful purpose.

OFFENCES AND PUNISHMENTS.

THE chief offences committed by youth at school, arise from the liveliness of their active dispositions. Few youth do wrong for the *sake of doing so*. If precedence and pleasure be united with learning, they will soon find a delight in attending at school. Youth naturally seek whatever is pleasant to them, with avidity; and, from ample experience have I found, that they do so with learning, when innocent pleasure is associated therewith. If any misconduct should be punished by severity, vice and immorality are the chief subjects; and, I am convinced that it is not always indispensable in those cases, having known many a sensible boy reformed without, and that, from practices as bad as almost any that usually occur in schools.

That children should idle away their time, or talk in school, is very improper—they cannot talk and learn at the same time. In my school talking is considered as an offence; and yet it occurs very seldom, in proportion to the number of children: whenever this happens to be the case, an appropriate punishment succeeds.

Each monitor of a class is responsible for the cleanliness, order, and quietness of those under him. He is also a lad of unimpeachable veracity—a qualification

lification on which much depends. He should have a continual eye over every one in the class under his care, and notice when a boy is loitering away his time in talking or idleness. Having thus seen, he is bound in duty to lodge an accusation against him for *misdemeanor*. In order to do this silently, he has a number of cards, written on differently: as, 'I have seen this boy idle,'—'I have seen this boy talking,' &c. &c. This rule applies to every class, and each card has the name of the particular class written thereon: so that, by seeing a card written on as above, belonging to the first or sixth, or any other reading class, it is immediately known who is the monitor that is the accuser. This card is given to the defaulter, and he is required to present it at the head of the school—a regulation that must be complied with. On a repeated or frequent offence, after admonition has failed, the lad to whom he presents the card has liberty to put a wooden log round his neck, which serves him as a pillory, and with this he is sent to his seat. This machine may weigh from four to six pounds, some more and some less. The neck is not pinched or closely confined—it is chiefly burthensome by the manner in which it encumbers the neck, when the delinquent turns to the right or left. While it rests on his shoulders, the equilibrium is preserved; but, on the least motion one way or the other, it is lost, and the logs operate as a dead weight upon the neck.

Thus, he is confined to sit in his proper position. If this is unavailing, it is common to fasten the legs of offenders together with wooden shackles: one or more, according to the offence. The *shackle* is a piece of wood about a foot, sometimes six or eight inches long, and tied to each leg. When shackled, he cannot walk but in a very slow, measured pace: being obliged to take six steps, when confined, for two when at liberty. Thus accoutred, he is ordered to walk round the school-room, till tired out—he is glad to sue for liberty, and promise *his endeavour* to behave more steadily in future. Should not this punishment have the desired effect, the left hand is tied behind the back, or wooden shackles fastened from elbow to elbow, behind the back. Sometimes the legs are tied together. Occasionally boys are put in a sack, or in a basket, suspended to the roof of the school, in the sight of all the pupils, who frequently smile at *the birds in the cage*. This punishment is one of the most terrible that can be inflicted on boys of sense and abilities. Above all, it is dreaded by the monitors: the name of it is sufficient, and therefore it is but seldom resorted to on their account. Frequent or old offenders are yoked together sometimes, by a piece of wood that fastens round all their necks: and, thus confined, they parade the school, walking backwards—being obliged to pay very great attention to their footsteps, for fear of running against
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any object that might cause the yoke to hurt their necks, or to keep from falling down. Four or six can be yoked together this way.

When a boy is disobedient to his parents, profane in his language, or has committed any offence against morality, or is remarkable for slovenliness, it is usual for him to be dressed up with labels, describing his offence, and a tin or paper crown on his head. In that manner he walks round the school, two boys preceding him, and proclaiming his fault; varying the proclamation according to the different offences. When a boy comes to school with dirty face or hands, and it seems to be more the effect of habit than of accident, a girl is appointed to wash his face in the sight of the whole school. This usually creates much diversion, especially when (as previously directed) she gives his cheeks a few *gentle strokes of correction* with her hand. The same event takes place as to girls, when in habits of slothfulness. Occasionally, such offenders against cleanliness walk round the school, preceded by a boy proclaiming her fault—and the same as to the boys. A proceeding that usually turns the *public spirit* of the whole school against the culprit.

Few punishments are so effectual as confinement after school hours. It is, however, attended with one unpleasant circumstance. In order to confine the bad boys in the school-room, after school-hours,

it is often needful the master, or some proper substitute for him, should confine himself in school, to keep them in order. This inconvenience may be avoided, by tying them to the desks, in such a manner that they cannot untie themselves. These variations in the *modes* of *unavoidable punishment* give it the continual force of novelty, whatever shape it may assume. Any single kind of punishment, continued constantly in use, becomes familiar, and loses its effect. Nothing but variety can continue the power of novelty. Happily, in my institution, there are few occasions of punishment; and this conduces much to the pleasure it affords me. The advantages of these modes of correction, are, that they can be inflicted, so as to give much uneasiness to the delinquents, without disturbing the mind or temper of the master. The advantage of coolness in correcting of children for misbehaviour, is of so much importance, that it can have no salutary effect on the youthful mind without it. It is in a calm state of mind a master may do real good, by reasoning with his scholars, and convincing them, that, for their good and the order of the institution, such painful regulations are needful. The object of these different modes of procedure is to weary the culprit with a log; or, by placing him in confinement of one kind or another, till he is humbled, and likely to remove the cause by better behaviour in future. When he finds how easily his punishments are repeated—that he himself is made the instrument—

ment—and no respite or comfort for him, but by behaving well, it is more than probable he will change for the better. Lively, active-tempered boys, are the most frequent transgressors of good order, and the most difficult to reduce to reason; the best way to reform them, is, by making monitors of them. I have experienced correction of any kind to be only needful, in proportion as boys were under the influence of bad example at home. Nothing is unhappily more common, than for parents to undo, by their bad example at home, all the good their children get at school. This occasions the first trouble to be renewed many times; and many punishments fall to the lot of that child, who, however well regulated at school, is spoiled at home. But, certain it is, that, if punishments must exist, such as those mentioned in the preceding detail, are preferable to others more severe, and in common practice. I wish they were never in *sole practice*, without any thing of a more generous nature existing in schools where they are made use of.

When a boy gets into a singing tone in reading, the best mode of cure that I have hitherto found effectual, is by *force* of ridicule.—Decorate the offender with matches, ballads; (dying-speeches, if needful;) and, in this garb send him round the school, with some boys before him, crying matches, &c. exactly imitating the dismal tones with which such things are hawked about the streets in London,

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as will readily recur to the reader's memory. I believe many boys behave rudely to Jews, more on account of the manner in which they cry, 'Old Clothes,' than because they are Jews. I have always found excellent effects from treating boys, who sing or tone in their reading, in the manner described. It is sure to turn the laugh of the whole school upon the delinquent—it provokes risibility, in spite of every endeavour to check it, in all but the offender. I have seldom known a boy, thus punished once, for whom it was needful a second time. It is also very seldom that a boy deserves both a log and shackle at the same time. Most boys are wise enough, *when under one punishment*, not to transgress again immediately, lest it should be doubled. They are mostly prudent enough to behave quiet and well, in hopes of being set at liberty from the one they already suffer.

ORDER.

O R D E R.

It is unavoidable, on a large scale of education, to do without giving many commands, and some of a very trivial nature. On my plan, many of the commands, which would be given by the master, are given by the monitors. As it is not proper that commands without number, and perhaps of a nature opposite to each other, should be given at random by the monitors, it becomes needful to limit the number that are to be given, as much as may be. It is an important object to secure implicit obedience to those commands, on the part of the scholars; and, for the monitors to acquire as prompt a manner in giving them, as will secure the attention of the scholars, and lead them to a ready compliance. The first of these objects is easily attained. It is only to write down on paper the commands most necessary to be given by the monitor to his whole class; and, it is essentially needful, that he should not vary from the rule once laid down.

The practice of giving short commands aloud, and seeing them instantly obeyed by the whole class, will effectually train the monitor in the habit of giving them with dignity and propriety. It is not a desirable thing to raise the love of war and false glory in the youthful mind. The reasonable part
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of mankind have already seen enough of its dreadful and desolating effects, to deter them from encouraging such a spirit. It is on this ground I am careful to avoid all commands which are strictly military. Even when the monitor has occasion to order the class to go to the right or the left, it is done by a sign, in order to avoid the command, 'To the right,'—'Go on,' instead of 'March,'—and, 'Stop,' in lieu of 'Halt.' The classes are permitted occasionally to measure their steps, when going round the school in close order, to prevent, what else would often occur from their numbers, treading on each other's heels, or pushing each other down. In this case, measuring their steps commands their attention to one object, and prevents their being unruly or disorderly. It is not required that the measure should be exact, or be a *regular step*; but, that each scholar shall attempt to walk at a regular distance from the one who precedes him. A number of commands, trifling in appearance, but conducive to good order, are given by the monitors. When a new scholar is first admitted, he is pleased with the uniformity, novelty, and simplicity of the motions made by the class he is in. Under the influence of this pleasure he readily obeys, the same as the other boys do. None of these commands are, in themselves, a hardship; and are well supported by the force of example. I never knew a boy object to obey them; yet, I have been sure, some boys, if they had been individually told to do such

such a thing by the monitor, would have said, 'You are only a boy like myself; do you think I shall be such a fool as to be commanded by you?' but, in the above instance, such a boy gets into habits of obedience before he is aware what he has been allured into; and then, when the monitor gives him a command of an unpleasant nature to execute, he does it from the power of example, and the force of habit—and, however reluctant he may feel, that reluctance does not show itself.

The commands that a monitor usually gives to his class, are of a simple nature: as, to go in or out of their seats: 'In'—'Out.' The whole class do this at one motion—they learn to front, or go to the right or left, either single or double. They 'show slates,' at the word of command; take them up, or lay them gently down on the desk, in the same manner. Instead of hanging the slates to nails on the wall, every boy has a slate numbered according to his number in the class, and fastened to a nail on the desk at which he sits. By this means all going in and out for slates is avoided. But, if slates are suspended to nails on the walls, the class must go from their seats to fetch them; and the same to replace them, when they have done work. When boys write in a book, which is only done by part of the scholars four times in the week, merely to accustom them to the use of the pen, they sling their slates; that is, let them hang suspended from the nails on the desks, by the slate-strings.

When

When slates are suspended in this manner, if the strings are good, there is little danger of their being thrown down or broken; so that, when boys are writing, there are very few who have any occasion to get off their seats: and, if they should have, there is ample passage-room between the desks for them to pass. If the slates are accidentally stricken against by a boy passing, they hang loose, and of course give way when pressed against; which greatly preserves them.

Another command is, to ‘sling hats,’ which is always done on coming into school; and, ‘unsling hats,’ which is always done on leaving it. This alludes to a very convenient arrangement, which prevents all the loss of hats, mistakes, and confusion in finding them, which would naturally occur among so large a number of boys. It saves all shelves, nails, or places where they are usually put in schools. It prevents them all going to put hats on the nails or shelves, and all going to get them thence, before they leave school. These are great advantages—as, with eight hundred boys in school, they save sixteen hundred motions, unavoidable on the usual plan, both morning or afternoon—motions that, before this arrangement was made, produced much inconvenience in the school; and complaints were made, almost daily, of boys losing their hats, which have ceased since this arrangement. All these advantages are gained, and inconveniences are avoided,
by

by every boy slinging his hat across his shoulders, as a soldier would sling his knapsack: by which means he carries it always about him, and cannot lose it without immediately missing it.

It is usual in most schools to have a muster or roll-call, at a particular hour, varied at the discretion of the masters. The list of the scholars contains the name of every boy that attends it. In calling over the list every name is repeated, although three-fourths or more of the boys, whose names are called over, are present. It was needful in my institution to make a strict enquiry after absentees; but, the method above described was so tiresome and noisy, that I devised another more eligible. As the number of absentees bear but a small proportion to the numbers that attend, I conceived the design of taking an account of the lesser number, without the repetition of names. To effect this, the classes are numbered—each beginning at number 1, and ending its series of numbers at 30, 70, 130, or any other number of which the class may consist. The list of each class is kept by the monitor of it, nearly in this shape.

Number 1, Jones.

2, Thomas.

3, Brown.

4, Williams.

5, Peach.

6, Hall.

These

These few names will show the manner in which the list of the whole class, perhaps a hundred and twenty, is kept. Answering to this is another series of numbers, printed on the school wall, thus,

1, 2, 3, 4, 5, 6.

The monitor calls his boys to muster—the class go out of the seats in due order—go round the school-room; and, in going, each boy stops, and ranges himself against the wall, under that number which belongs to his name in the class-list. By this means the absentees are pointed out at once—every boy who is absent will leave a number vacant. The monitor of the class then passes silently round the school-room, and writes on the slate the numbers which are vacant. Take a specimen of six boys mustered according to the foregoing list,

| | | | | | |
|--------|---------|----|----|--------|----|
| No. 1. | 2. | 3. | 4. | 5. | 6. |
| Jones. | Thomas. | | | Peach. | |

The boys, Jones, Thomas, and Peach, are supposed to be present—they are ranged under their numbers. The boys, Brown, Williams, and Hall, are absent—their numbers 3, 4, 6, are vacant. In taking the account of absentees, the monitor writes the numbers 3, 4, 6, on his slate; and the same as to any numbers vacant by absentees, in his whole class. He then makes a list of absentees, by referring

ferring to names in the class-list. This list he gives to a monitor, whose business it is to see that the absentees are enquired after. The monitor of absentees has under his charge an alphabetical list of the whole school: he refers to this list—and there he finds the name, dwelling, and parents' trade of each boy who is absent. He writes a number of notes, one for each absentee; varying the name on each: as, "*J. Brown, absent from school this morning.*" "*Thomas Williams, absent from school this afternoon,*" &c. Such notes as these are directed to the parents of each individual absentee; and delivered by trusty boys, who are required to bring an answer. The report of the monitor of absentees stands thus:

EIGHTH CLASS.

| DAY OF THE MONTH. | ABSENTEES. | ENQUIRERS. | REPORT. |
|-------------------|------------|------------|------------------------|
| | Brown. | Jones. | Wanted by his parents. |
| | Williams. | Thomas. | Truant. |
| | Hall. | Peach. | Unwell. |

In case of truants being reported: when they are brought to school, either by their friends, or by a number of boys sent on purpose to bring them, the monitor of absentees ties a large card round his neck,

neck, lettered in capital letters, TRUANT; and he is then tied up to a post. When any boy repeats the crime, or is incorrigible, he is sometimes tied up in a blanket, and left to sleep at night on the floor, in the school-house. When boys are frequently in the habit of playing truant, we may conclude that they have formed some bad connections; and, that nothing but keeping them apart can effect a reform. When bad habits and connections are once formed in youth, they often become an easy prey to various temptations, in spite of all their good resolutions to the contrary.

In the smaller classes of readers it is well to subdivide the boys into twenties—the children being mostly young, learn to distinguish such numbers with greater facility: it is on this account the minor classes muster in twenties. One series of numbers on the school-room walls, serve for all the classes in the school to muster at in succession. The time taken by a class of a hundred and twenty boys to muster in, is seldom so much as ten minutes. The numbers attached to boys' names in the class-list, are all estimated alike. *These* numbers are never changed by precedence and improvement in learning. They remain fixed for the sake of order, and have not the slightest connection with the system of rewards and encouragement adopted in the school.

ON
FEMALE EDUCATION
AND
EMPLOYMENT.

THIS is indeed a subject of the greatest importance to society. It is important in itself: but, when we consider the many thousands of our countrywomen who are a prey to every vice, for want of a religious and guarded education, whereby their minds would be strengthened to resist the first assaults of temptation, the consequence increases beyond conception. I am fully persuaded that great numbers of the rising generation have had their morals vitiated by the depravity of their parents—sincerely sorry am I to have observed, that all their mothers have not acted as they ought to have done. A mother is a domestic character, and has a double influence on the father and on the children. The infancy of the rising generation of both sexes is entrusted to mothers; and they imbibe virtuous or vicious principles from them, as soon as

reason begins to dawn. When so large a majority of the females of the present day, have been educated in the sink of vice and corruption, is it any wonder that the contagion should extend to their offspring! Can any thing but a religious and guarded education be found likely to improve the female character, and restore it to its proper rank in society? Are not the generality of the poor female youth untaught, or badly taught? Does their education qualify them for the stations they were designed to fill in society? Are they principled in the sacred truths of our holy religion? Are they trained to habits of virtue and industry—or, are they deserted and neglected? Is it not common among the lower ranks of society, for the boys to be well educated, and for the girls to be kept in ignorance? It is but in vain we look for fruit from ground uncultivated—we shall find nothing but briars and thorns. If females are more in need of protection than the other sex, they ought surely to experience it. But is this the case, in regard to education, or not? Take for answer, that *forty thousand impures* drag on a miserable existence in the metropolis of this nation; and, if there is any feeling and benevolence yet left unexhausted, let something be devised to lighten this intolerable load of human misery. Let public, if not national benevolence, alleviate the consequences of this dreadful profligacy; and, let the national eye be directed to the education and employment of females, as a means

to obviate the evil in future. The hand of Providence has already visited us—we know not how soon we may again be visited in righteous retribution. If national crimes entail national calamities on their authors, may I not ask if this evil, in its origin, in its progress, and in its dreadful conclusion, is not a national evil, committed by some, connived at and tolerated by others; and, however it may be mentally felt, nothing but cold pity is extended—nothing is known like effectual relief? And if it is a national evil—unless we amend, what are we to expect? Have not the nations around us been awfully, yea dreadfully, visited—and, if we are treated according to our deserts, it is possible the sword of indignation may be whetted, or the glittering spear may be furbished against us also. It therefore becomes us, as thinking men and Christians, to break off our sins by righteousness, and our iniquities, by showing mercy to the poor. If so be, it may be a lengthening of our tranquillity; and, if we seriously think on these things, we must see it not only our solemn duty to ameliorate the condition of the poor, but to prevent the growth of evil, by giving a religious, guarded education to their youth, especially *females*.

The object of education and industry is to qualify youth for future life. On this plan education includes all that is needful to that important end; but, does the common routine of school education in-

clude this? The complete education of a female consists in a knowledge of reading, writing, and the elements of arithmetic; the art of cutting out garments, both linen and woollen; various kinds of needle-work; a knowledge of the domestic duties of servants; and a familiar acquaintance with the principles of Christianity. In giving this education to female youth, practice must be considered more than theory; but not to the exclusion of theory which has practice for its basis.

I have not been much in the habit of attending to female education, till lately. I have not had much experience, but I have had enough to convince me, that the methods of teaching reading, writing, arithmetic, &c. which I have seen applied with so much success to boys, are equally applicable to girls. I recommend that, in schools for females, where learning and industry are combined, one part of the day should be entirely devoted to learning, without the interference of any other object. When one thing is pursued at a time, perfection is sooner obtained, and the attention is more unembarrassed, than when it is distracted by a diversity of objects. This applies not only to the scholars but to the teachers. When a schoolmistress has to teach some children to read, and others to work, at the same time, a number must be waiting in idleness, for directions how to proceed; but, if one half the day is entirely dedicated to work, and the other half

to

to learning, instead of mixing them indiscriminately together, each object is rendered much more simple, easy, and sooner attained. Another advantage is, that it admits of two systems of classification: one for learning, and another for industry. All the children who work at the same kind of work, may be classed together; and emulation may be created among them, who shall work best for precedency, and for a picture, or some trifling prize.

Two kinds of classes are needful: one for work, and one for learning; and yet, both systems of classification being totally different, cannot be in practice together, without interfering with each other. But this arrangement supersedes every obstacle, and gives full effect to the united plans of learning and industry, without difficulty, and without confusion. If we wish to save thousands of female youth from ruin, it can only be done by training them in the knowledge of Christianity. In doing this, *new sources* of industry must be opened, and the question is, "How, and in what way, are these sources of industry to be found,"

There is one in particular I could recommend, which is, the colouring of botanical and other prints: an employment that naturally belongs to girls and women; and is already pursued by some females with success. It is a thing that might be taken up and pursued by the Ladies' Committee,

with much success. It is but for them to *design* a series of instructive prints on any subject; and, for these prints to be coloured by youth. If the designs and colouring are well executed, the demand would increase; and, at the same time, open and extend a branch of business well adapted to females. It might probably give employment to some hundreds, if not thousands of persons; as the article might, by improvement, become in demand for exportation.

It is obvious that many poor persons cannot afford to keep their children at school till their education is finished. One proper object for schools of industry is, to enable children to earn as much money as will remove the difficulty occasioned by the poverty of their parents. By this means they are enabled to keep their children at school till their education is finished—until they have acquired habits of industry, which will follow them into future life; and, when they may be engaged in a variety of domestic or lawful pursuits. It seems evident to me, that children in schools of industry sometimes earn too much; and that desire of earning money, is occasionally pursued to the neglect of other objects of far more consequence to the rising generation. When children earn much money, it should not be left to their own disposal, or the discretion of parents that would probably spend it at an ale-house; it would be better for a stipulated
sum

sum to be given into the hands of each child weekly, or at any other specific time. The surplus of each child's earnings, however various, should be deposited in proper security, for clothing, apprentice-fees, marriage portions, or any other useful object. Thus, the design of these commendable institutions would be answered, and many of the evils now existing remedied.

Horticulture is another object well worthy the attention of schools of industry. It requires but little capital. The returns are great. It qualifies the youth for gardening and field labour. It prepares the mind of youth of both sexes, to love rural, domestic life; and gives them a knowledge of cultivation, that will be of service in taking care of their own gardens, when grown up to maturity. Gardening affords agreeable and profitable employment to the peasant during his leisure hours, that would otherwise be spent in idleness.

It is a desirable thing, that all our peasantry had the means and the habit of thus employing all leisure time. Our female youth should understand how to make all their own clothes, and also those of men and boys—cutting out the garments at first, and finishing the work themselves. They should go through the routine of domestic labour, so as to know it, and be ready in the practice of it. Those who understand these things, cannot fail of becoming

ing useful servants, or cottagers' wives.—This would be a complete education; because, with the particulars before specified, it would completely qualify the children so taught, for active usefulness in life.

Having seen practical accounts of different experiments spoiled, by persons meddling, and interfering to alter them, as they imagine, for the better, I am willing to avoid the same error, and give the following letter to the public, *verbatim*, as I received it.

The only motive that induces me to insert it, is, that it relates to the means of employing 50,000 children, so that they may earn their livelihood, and pursue their studies in useful learning, at the same time.

To the Friends of the Female Poor.

“WITH pleasure I accept the kind offer of my friend, Mr. Joseph Lancaster, to submit, through the medium of his book on education, my ideas on the subject of split straw, as furnishing to females a source of profitable employment. My friend may be said to deal in wholesale plans of education; I hope I shall prove equally successful in providing them the means on which
to

to employ their industry. I do not hesitate to assert, that the consumption of this article will fully afford employment to 50,000 children, if properly regulated. Surely, this is not a trifling consideration, when, in almost every county in England, employment is so much wanted for them. I am therefore particularly anxious to point out the advantages that will ultimately arise from the encouraging and securing to our own country this branch of industry: the more so, as being fully persuaded, there are many with the inclination and means of doing much good, but the want of knowing a proper channel to direct their benevolence, has too often superseded the will. And here I can but regret, that a society which now exists, and is very active, is not more generally known! I allude to the "Society for bettering the Condition, and increasing the Comforts, of the Poor," convinced that, were their reports more read, it would be productive of much national benefit, and consequently, individual happiness: since they fully point out real charity in its application. A benevolent and active member of that society, Thomas Bernard, Esq. has beautifully remarked, in his introductory letter to the third volume of these reports, addressed to the Lord Bishop of Durham, 'that it appears to be the intention of Providence, that the preservation of the order of the moral world, as of the beauty and fertility of the natural world, should require and call forth the exertions of man. We might as well
endeavour

endeavour to discover a system of agriculture, that will execute itself without the toil of the labourer; as to invent a system of poor laws which can completely answer its end, without the daily care of the rich.'

" At the request of this Society, I have opened a commission warehouse for the sale of straw plait, under the firm of Corston and Shackle, on Ludgate-hill; they having, at their own expence, insured the sum of nine hundred pounds in the Sun-Fire-Office; particulars may be had by applying at the warehouse. The society have likewise published a clear and comprehensive account of bleaching and plaiting the straw—this may be had at Hatchard's, Piccadilly. The plait I have already sold has not averaged at less than 2s. 6d. per score, and this, in the first attempts. Therefore, having in my calculations confined myself to this price, it is evident I have not over-rated the value of the article; as, according to the improvement made, so it will exceed it. I hope it will not be understood that I wish the poor to be deprived of the advantages they already enjoy from this manufactory. My only motive is a sincere wish that it may be permanently secured to this country; and, I am persuaded that, by its becoming the employment of children, is the only means. It is a source of industry particularly adapted for them; and, at an age when they are most in want of it, viz. from 7 to 15.—Its benefits will be more extended,

tended, and the present high price of the article will be reduced; and, if this is not the case, I cannot help expressing my fears, that it will be lost to us entirely. The lowness of the price will be the inducement; and our markets will be supplied from a foreign country, *while our poor children here are wanting employment; and while, as to the quality of the article, we stand unrivalled.*

“ Already, we find what has been entered at the custom-house would have furnished employment, for nine months, to 420 children—and, allowing them 2s. 6d. per score, have amounted to 1893*l.* when the duty has been only 80*l.* which is 1½*d.* per score. Since they so entirely agree with my own sentiments, I hope I may be excused again quoting from the before-mentioned Society’s reports; it is part of a letter addressed to them from Mr. Montague Burgoyne: it says, ‘The want of this (meaning employment) is a great cause of dissolute habits in the lower ranks of society; where the greater number of children, particularly girls, are not only without occupation, during that period, but without even the prospect of being fit for service. The invention and improvement of machinery has now nearly put an end to spinning by hand: weeding and stone-picking afford employment for one part of the year; and, for the other, pilfering and hedge-breaking. Whether we consider the general good of society, the welfare of the
poor,

poor, or the interest of those who maintain them, we must feel equally impressed with the important duty of affording to the rising generation the means of acquiring an honest livelihood; and of thereby preventing those criminal habits, which lead to their irrecoverable ruin; and, in their consequences, to the destruction of social order and civil government.' How pleasing, how grateful a sight, would it prove to every well-wisher to his country, to see established, and dispersed through it, a thousand village schools, with this inscription, 'To the Glory of God, and the Benefit of poor Children; the Village School for Industry and Instruction, open to the visits of the humane and benevolent.' No expensive building need be erected, nor more expensive machinery be made, and kept in repair; nor would it require the mechanical head of an Arkwright to put them in motion: but here, 500,000 spindles or bobbins may be set to work, from the bounty of Providence, to manufacture the stem from whence his goodness supports us; and the beauty and lasting advantage of this is, that the earlier the little fingers of children are taught industry, the more valuable they become to themselves and others; and, if the effect is viewed in its future consequences, it is great indeed: since an industrious mother cannot bring up her children idle. By these establishments we should be training our poor in habits of order, cleanliness, and industry, the fruits of which would support them, until

until fit for service; and lay the foundation for their proving useful and valuable members of society. Happy should I be if I could press this subject home to the hearts of every independent person in this country! But, I must leave it, and hope the unpleasant idea will not arise, when they pass a poor child, that they have bestowed more care and attention upon the raising of fruits and flowers in their garden—or more expence upon a favourite horse in the stable, than they have upon the children of those, by whose labour their comforts are so much increased.

I hope it will not be deemed an intrusion, just to mention here, a simple fact, which occurred to me about 25 years ago. I was walking from Deptford to Greenwich, when my attention was attracted by this inscription, ‘To the Glory of God, and the Benefit of poor Children;’ and, while I was pleasingly meditating upon the founder’s giving the glory to God, the children burst forth into singing his praise. My heart was melted—and it pleased God to implant within me a fervent wish and desire, that I might one day thus honour him; and, through all the vicissitudes of the intervening period, my hope was seldom long clouded. I knew not how it was to be accomplished; but, being assured that it was a divine impression, my mind was constantly endeavouring to find out a way. In 1798 I proposed something of the kind to a number of gentlemen,

tlemen, but it failed. I had not long entered into the straw-hat business, but I was persuaded this was the channel to accomplish my wish; and I am now particularly happy in having established one nearly three years ago, at Fincham, in Norfolk.

It is no small pleasure to me, to view the benefits it has occasioned in that, and those adjoining villages (at a small distance) from whence the children come. I opened it with half a dozen, and can now reckon upon nearly one hundred, all healthy, cleanly, and industrious. After this trial, I am enabled clearly to prove to others how easily they may do likewise: and feel a secret confidence, that it will be the case.

It is calculated that 200,000*l.* a year, is returned in this article in London. But I have no doubt in proving the sum is much under-rated; and this wonderful demand has proceeded from the simple improvement of *splitting* the straw.

Straw hats, or, as they were called, Dunstable hats, have been made in this country for upwards of a *century*; but the manufacture was confined to the neighbouring counties of Bedfordshire and Herts; and were never deemed worthy of competition, until this improvement was made about five years since. With a view that the country should equally reap the advantage which this manufacture offers, I
will

will take the forty counties in England ; concluding, in some parts of each, children have not at present the opportunity of benefiting themselves from this, or, in fact, any other branch of industry. Fifty thousand children divided by 40, allows 1250 to each county ; and this number divided by 50, will give 25 village schools—which multiplied by 40, gives the total, 1000 schools for industry and instruction, of 50 children to each. I would propose that, in these establishments, they should be only employed 36 weeks out of the 52. This would leave them time (when required by the farmer) for hay-making, weeding, stone-gathering, dibbling, and gleaning. They should likewise be limited to make no more than one score per week, which would only engage them between three and four hours each day ; and, with attention and proper instructors, this is likely to be of more value than double the quantity with hurry and inattention ; and will allow plenty of time for knitting, needle-work, and instruction in reading.

“ Here, I cannot but observe how fast my children improve, from their being taught reading at one end of the school where they plait. This consequently enforces silence, as well as attention to those who are reading ; which certainly accelerates their improvement. The plait which the children make for the first month, might be made into bonnets for themselves ; and, though trifling in value, would be
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pleasing

pleasing and encouraging to them. To commence payment the second month, at 12d. per score; and, as they improve in quality, to advance to 14d. 16d. 18d. and 20d. These are the prices I pay, and not higher. The straws are all sorted and split ready for their use; and delivered to them in small parcels at a time. I would propose that 10d. per week should be reserved, to be laid out upon them in wearing apparel, which they should be taught to make up for themselves; this, I think, would be the means of ensuring good behaviour from them and their parents, who must agree to this regulation before the child is admitted. Thus, a fund is established; and, after the first year or two, a small sum should be set apart to accumulate, until they are 14 or 15, to clothe them proper for service: but it should be clearly understood among them, that this reserve should be entirely dependent on their good behaviour; otherwise, it would be forfeited, to enrich the fund for the more deserving.

“I hope I shall be excused noticing, that, as their clothes will be the fruits of their own industry, the least appearance to the contrary should be avoided; and, that good behaviour should entitle them to some little attention in the choice of them. Thus, when a child becomes, in a year or two, a complete plaiter, she will carry home, regularly, 20d. per week, which, in the 36 weeks, will amount to 3*l*. but,

but, both good and indifferent plaiters should be entitled to the 10d. per week, for clothing, which will amount to 30s.

“It may be said, I have made no reserve for instructors, and a house to contain them; but, the idea I entertained from the first, was, to endeavour to point out how much good might be accomplished at a trifling expence: and it must be deemed trifling, when compared to the advantages arising. It has been justly remarked, that it is much better to give a trifle to encourage industry, than be obliged to pay largely to support idleness. I hope the benevolent example of Miss Hammond, of Westacre, High House, Norfolk, will be generally adopted. At her request, her father has built her a cottage, with a school-room, where she is instructing a number of children in reading, sewing, knitting, and plaiting of straw; part of the fruits of their industry is reserved until they are fit for service, when it is her anxious care to procure them places.

“It now remains for me to endeavour to satisfy every mind, that there is a demand for the straw-plait fully equal to the calculation. Agreeably to the proposed plan, of a child making only one score per week, in nine months this will of course be 36 score, which, multiplied by 50,000, amounts to 1,800,000 score; and, allowing three score to make a hat, gives 600,000 hats; for the plaiting of

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which,

which, each child will earn 4*l.* 10*s.* this multiplied by 50,000, amounts to 225,000*l.* for their united industry, for nine months; when the raw material to be manufactured will *not* cost as *many pence*. I would ask what proportion 600,000 hats bear to the number of female wearers in this metropolis? or, were I to say a straw hat was to be found in one half the houses in London, and only one purchased a year, this would far exceed the calculation. I had the curiosity, a few days since, to count the number (in one street) of those who sold straw hats, and they amounted to thirty: now, it would not require seventy streets in all London, if they were equally prolific, and each to sell one hat a day. But, I can again readily account for the returns of 100,000*l.* a year: I will select only twenty of the principal straw-hat warehouses in the city, and allow their country and export trade, at only 5000*l.* a year each; (and I am confident many return considerably more;) therefore, should it be thought I have in the least over-rated the consumption in London, this may be deducted from it. And the 600,000 split straw hats averaged, in their first cost, at 15*s.* gives a return of 450,000*l.* a year; and when, at this time, a straw hat made of the best quality, will cost 30*s.* I think 15*s.* may be deemed a fair average. I will conclude with one more remark.

“It has been asserted, with an apparent degree of apprehension, that if the price was lowered it would

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no longer appear in the circles of fashionable life. This I cannot for a moment coincide with, since it will ever vary in quality and price as much as lace. But I have still a stronger reason for my confidence in a contrary opinion—assured it will prove an additional pleasure to the ladies of this country to sanction a manufacture that offers so many advantages to the poor children of their own sex. That it may not be lost to this country, but be noticed by some real friends to the poor, is the heartfelt wish of

WILLIAM CORSTON."

LUDGATE-HILL, MARCH 13, 1805.

A second article, of equal importance with the preceding, is the invention of the manufacture of Leghorn plait*, used in ladies' hats. I think it a matter of such importance to schools of industry, that I cannot forbear introducing it to the know-

* I am informed that there has been this month, (15th 4th Mo. April, 1804,) 224lb. of split straw-plait imported into this country; which, if manufactured here, would have employed six hundred and twenty-five children. The value thereof was 2817*l.* and the duty produced only 120*l.* But as the import of this foreign article is daily increasing, whilst our own poor are unemployed, it is much to be desired that government would consider the necessity of stopping the import in due time. J. L.

ledge of my readers. I have shown specimens of the manufacture to a number of persons of distinction, several of whom were of opinion, that, in fineness and beauty, such specimens of the article could not be procured at Leghorn, when they were in that city, and had endeavoured to obtain the finest and best they could.

LONDON, APRIL 15th, 1805.

“VIEWING, with extreme pleasure, her most gracious Majesty and the Princesses, as patroness and vice patronesses of a society of ladies of the first distinction in this country, who have associated themselves for the laudable and express purpose of finding out employment, and blending it with instruction, for the female poor, it undoubtedly becomes the duty of every individual, to forward, by every means in his power, the noble views of this society; and having satisfactorily proved, that a new branch of industry can be added to the country, I most humbly beg to present it to their notice, convinced that it will afford a wide scope for the exercise of their benevolent intentions; and, as they are now the wearers of this foreign article of fashionable dress, how much greater pleasure will it

it prove, to sanction it, when the manufactory will afford employment to 5000 poor children, from 7 to 14 years of age, to which the present consumption is fully adequate. I allude to the BRITISH LEGHORN. It has engaged much of my time and attention; and I am anxious to give every information, tending to promote the encouragement of this new branch of industry, as it offers many advantages to the country. It is no small satisfaction to me to have produced the first specimen, it having never been attempted before in this country; the climate having been considered unfavourable to the production of the raw material.

“I am not about to propose an expensive plan to produce these benefits; neither is it a speculative opinion—but arises from experience. The high sanction it has already received from The Honourable Society for the Encouragement of Arts, Manufactures, and Commerce, renders it unnecessary for me to say more on this subject. I hope it may prove the happy means of turning many workhouses into schools of industry and instruction; and that the poor children may reap all the advantage their labour can produce. It appears, from the custom-house returns on the article called Leghorn straw hats, that, taking the average of the last ten years, up to Christmas, 1803, 80,000 hats have been regularly entered; and it is generally presumed, that every article liable to a duty, does not all flow through

this channel. It has been calculated, that 50,000*l.* a year is returned in this article: this would furnish employment to 5000 children; and when ladies have been accustomed to give two, three, and four guineas a-piece for their hats, 50,000*l.* must appear a low average. And having, I trust, satisfactorily proved that 50,000 children can find employment in the plaiting split straw, I cannot but think that these united manufactures have some claim on the consideration of government. I would ask, What branch of industry can be named, that will furnish cleanly and healthful employment to 60,000 children, whose united industry shall amount, in the year, to 300,000*l.*? and this produced from a raw material, comparatively of little value. Surely, the propriety of permitting the importation of straw-plait, or hats of any description, is worthy attention, when they can be manufactured equal in quality by our own poor; and must eventually benefit the country, by distributing at home those immense sums that are annually remitted to a foreign market.

“I will now endeavour to give my ideas, how I conceive we can alone permanently secure it in this country—not only a supply for our own consumption, but be enabled to cope with the Italians in other markets. But we must bear in mind the low price of labour we have to contend with—here, one great advantage is, that children from seven to fifteen
 teen

teen years of age, are most capable of making it in perfection.

Experience convinces me the manufacturer cannot afford to pay the expence for producing the raw material; but I have no doubt in proving, the interest of the proprietors of waste lands is concerned in this novel system of agriculture: which is no less than sowing grain *for the express purpose of reaping the straw*. Here, it must be evident, the farmer cannot afford to grow it; nor, in fact, can he, as his favourite article (manure) is hostile to its product. I have no doubt, it will be found, some soils will produce it finer in quality and colour than others; yet, I think there is not a barren waste in England, but where it would grow, provided the seed was not drifted by the wind before it took root. I have, by way of experiment, procured, and sowed with rye, three acres of Bagshot Heath, at a place called Broomhill-hut, about three miles beyond Staines; and, should this soil prove favourable to its production, I am sure the *Benevolent Owner* of this heath, would, by every means, sanction and forward its cultivation, if, at any time, it should appear to offer comfort to the distressed; and I have no hesitation in predicting, that this manufactory, in a few years, (if the cultivation is thus encouraged,) *will give employment to four times the number I have named.*

“The

“The result of my experiment is, that one acre has produced 40 hats; consequently, it would require 2000 acres annually to produce 80,000. One acre affords employment to 100 children for one week; and, averaging their earnings at 3s. per week, amounts to 15*l.* per acre; (and the manufacturer can afford to pay them this price;) therefore, 2000 acres (of now barren waste) multiplied by 15, gives 30,000*l.* of productive industry: thus, the barren may be made to blossom and bear. By these means the Italians cannot cope with us in price; consequently, the advantages will be in proportion to the consumption. I have had upwards of 30 children at plaiting, for the last twelvemonth. With a view to its encouragement, I will now endeavour to state the advantages the country will reap from its introduction and cultivation. I will first notice the expence, which I conceive the nobleman and gentleman will be liable to, who gives his steward or tenant orders to plough, and sow with rye, as many acres as would employ the poor children in his village or parish; or, suppose we take two or three adjoining parishes, and allow 100 children who want employment; for 40 weeks 40 acres would be required to be sown, and each child shall earn 3s. per week, the expence would be nearly as follows:

Forty

Forty acres of waste, at present unproductive.

| | L. | S. | D. |
|--------------------------------------|------|-------|-------|
| Forty acres, ploughing, sowing, &c. | | | |
| per acre | 14s. | 28 | 0 0 |
| Four bushels of rye per acre, .. | 25s. | 50 | 0 0 |
| Pulling up the crop, per acre | 7s. | 14 | 0 0 |
| Expence of carting home, per acre .. | 4s. | 8 | 0 0 |
| | | <hr/> | <hr/> |
| | 50s. | 100 | 0 0 |
| | | <hr/> | <hr/> |

| | | | |
|---------------------------------------|-----|-------|-------|
| A hundred children's industry, at 3s. | | | |
| per week, 40 weeks | 600 | 0 | 0 |
| First expence | 100 | 0 | 0 |
| | | <hr/> | <hr/> |
| Profit | 500 | 0 | 0 |
| | | <hr/> | <hr/> |

“ Thus, when we consider how many children there are cooped up in workhouses, or for want of employment are obliged to receive relief from parishes to the amount of 3s. per week, the utility will be found great.

“ The rye, when pulled up, should be tied into small bundles; and the grain must be beat out against a table or stool, as part of the top-joint next the ear is only required. The seed should be the children's property; this will teach them to be saving, and will prove of more real advantage than the value of the grain.

“ Surely

“ Surely these advantages will not be neglected. The *present consumption* will extend to the employment of 5000 children, from 7 to 15 years of age; and every child thus employed, would save, in the 40 weeks, 12*l.* per annum to the country. I shall feel happy at all times to give every information on this subject that may be deemed necessary, to the real friends of youth, concerning a manufactory, which offers to *this* country such extensive advantages, and is so intimately connected with the welfare of the rising generation. That they may not be overlooked or neglected is the sincere wish of

WILLIAM CORSTON.”

*To the Honourable Society for the Encouragement
of Arts, Manufactures, and Commerce.*

“ WE hereby certify that Mr. WILLIAM CORSTON, of Ludgate-hill, has exhibited to us a specimen of plaited straw, manufactured by him in this country, similar to that imported from various parts of Europe, under the denomination of Leghorn; we have examined this specimen, and the
hats

hats made of the same, and most candidly acknowledge we thought them Leghorns until informed to the contrary.

(Signed)

Mr. Richard Fisher and Son, *Fleet-street*.

Messrs. Wells, Gilcrest, and Neville, *Fleet-street*.

Messrs. Middleton and Innes, *Fleet-street*.

Messrs. Morries and Penny, *Ludgate-hill*.

Mr. Samuel Barlow, *Jermyn-street*.

Mr. Joseph Robson, *Coventry-street*.

Messrs. George and Richard Thompson, *Cockspur-street*.

Mr. Walter Gledhell, *Jermyn-street*.

Mr. Richard Cotton, *Duke-street, St. James's*.

Messrs. Welshman and Masters, *ditto, ditto*.

Mr. George Sneath, *ditto, ditto*.

Mr. Wheathall, *ditto, ditto*.

Mr. James Senior, *Bruton-street*.

Mr. James Valloton, *Jermyn-street*.

Messrs. Guidon and Hughes, *Golden-square*.

Mr. Thomas Smith, *Bond-street*.

Messrs. Beaumont and Abbot, *Bond-street*.

Mr. William Absolam, *Green-street, Leicester-fields*.

Messrs. Harding, Shorland, and Howell, *Pall-Mall*.

Messrs. Davies and Wain, *Sackville-street*.

To

*To the Honourable Society for the Encouragement
of Arts, Manufactures, and Commerce.*

“GENTLEMEN,

“PRESUMING on a hope that the particulars of my experiment, and a slight view of the advantages which this new branch of industry opens to the country, may meet with attention from those who alone can patronize and forward its establishment, I subjoin the result of an experiment upon part of five acres of rye, sown last year in Norfolk, on a poor and sandy soil, with two bushels of seed per acre; it was the third year of my attempting to produce Leghorn plait from the growth of the seed of this country. I feel happy I can now produce (after much trouble and expence) specimens for your inspection, made up in hats both knitted and sewed, accompanied by the signature of twenty respectable Houses in London, who have dealt in that article, some ten, twenty, or thirty years, and could not discover the difference from the Italian Leghorn; and, should it be honoured with your approbation, it will strengthen my hope of one day seeing the *waste lands* of this country rendered subservient to the industry of its poor, as well as to the national prosperity, by distributing at home the immense sum which is annually remitted to a foreign market. I selected two square yards from the thickest, and two from the thinnest part of the crop.

It

It was pulled up by the roots. I tied them together, and again repeated the same; one bundle I caused to be manufactured at my school in Norfolk, the other at my house on Ludgate-hill; and averaging both experiments, they produced as follows: From four square yards the bundle measured ten inches in circumference, and weighed one pound with the seed. The straw was of four different sizes: the finest not measuring more than fifteen inches in length, the coarsest only twenty-four, including root and ear; when plaited it produced ten yards of Leghorn, of four different qualities, and the weight was one ounce. The seed measured one third of a pint, and weighed five ounces; the refuse straw eight ounces; the other two ounces was lost in the working. By this calculation one acre will produce forty pieces of Leghorn, of fifty-five yards in length; and employ for one week thirteen children to pick and sort the straws, and eighty to plait it. Allowing the children four shillings each, the produce of one acre of waste land will produce eighteen pounds twelve shillings for industry. The Right Honourable George Rose obligingly favoured me with the imports of Leghorns for the last ten years, up to Christmas 1803, and they amounted to eighty-three cases annually; but the last year there was one hundred and eighty cases imported. Eighty-three cases contain seventy-nine thousand six hundred and eighty hats: to manufacture which quantity in this country, would annually require the cultivation

cultivation of two thousand acres of waste land, and furnish employment, for nine months in the year, for *five thousand females*, from seven to fourteen years of age; and the produce of their united industry would amount to thirty-six thousand pounds. I have not noticed the number of hands that would be required to make them into hats, nor those employed in the culture of it. I am much indebted to the Honourable Mrs. Harcourt, for having procured three acres of Bagshot Heath to try the experiment on. That barren soil, the General's steward has sowed for me, with rye grown in Norfolk, upon the five acres alluded to, and he has no doubt but it will answer; but this will be ascertained in August next. I trust the earnestness of my wish to promote its establishment by every information, will plead my excuse for so long intruding upon your time, and beg to subscribe myself,

Gentlemen,

Your obedient humble servant,

WILLIAM CORSTON."

(Copy.)

Copy

*Copy of a Letter from the Society of Arts, &c.
Adelphi, March 4, 1805, addressed to Mr. William
Corston, Ludgate-hill.*

"SIR,

"I HAVE the pleasure to acquaint you, that the Society for the Encouragement of Arts, Manufactures, and Commerce, have voted to you their Gold Medal, for your ingenious invention of a substitute for Leghorn plait for ladies' hats.

"You are therefore desired personally to attend on Tuesday morning, the 28th May next, to receive the said reward, at the Society's house in the Adelphi, from the hands of his Grace the Duke of Norfolk, the President.

"Requesting your answer, and wishing you success in a manufactory so well deserving public patronage and attention, I have the honour to be, &c.

Your obedient servant,

CHARLES TAYLOR. Secretary."

MR. WILLIAM CORSTON.

L

ON

ON THE

RELIGIOUS INSTRUCTION

OF YOUTH.

MAN, without religion, is in general little better than the brute creation, and often manifests by his conduct that he is worse. The man who acts from religious motives, acts for eternity. He considers himself a being formed, not merely to flutter awhile on the stage of existence, and then, like the morning cloud, to vanish for ever, but as placed here in a state of probation, to cultivate and improve the talents given him; and thus, by the Divine blessing, be qualified for a future state of immortality and happiness. He fears, loves, and adores the Great Father of Spirits. He looks forward to a future day of account, and remembers that he is an accountable being: that for every *idle* word and thought he must be brought into judgment. He is well acquainted with the omnipresence of *God*; and knows that all things are open unto his view. He sees in every

every scene, in every step of life, the hand that bestows all the blessings he enjoys: the hand that is ever extended to do him good. Every pure motive that can exist in the human mind, unites to make him act the same in darkness as in light; in secret, as openly. When tempted to commit evil, disguised by every alluring pleasure it can assume, his feelings are repugnant to the deed, and he queries, "How can I commit this great evil, *and sin against God?*" What dependence may not be placed on such a man? What a blessing are such members to society? How exalted do such appear; and that with true dignity, *even the dignity of the mind!*

It is under the influence of religion, not merely nominal, filling the head with speculative notions;—but as reforming the heart, and reducing it to practice in life and conduct—it is under this influence that men become the best members of society, and dare not violate the rights, or in any way injure their fellow men. It is under this influence men become the best husbands, parents, relatives, and friends; for real religion operates to purify the *heart*—not only subdues evil propensities, but fills it with propensities to good. The mock religions, so prevalent among many of the nations of the earth, have frequently originated in trick and corruption. The object often was, by foppery and parade, to keep fools in awe. Instead of making men better, they all, more or less, entered into a

composition to tolerate their vices; and thus prostituted the sacred character of religion to the basest of purposes.

Christianity, in its beautiful simplicity, is the greatest friend of man; it begins at the foundation, and lays the axe to the root of corruption. It does not suffice only to prune, graft, or water the tree. The object of Christianity is first to *make* the tree good, and the fruit will be good also. It destroys corruption, by discovering and destroying its embryo. It strikes at the *motives* to action. It brings every *idle* (much more profane or evil) *word* or thought into judgment, and passes condemnation thereon. There is no offence to God or man, that is trifling in the eye of the true Christian. He knows that if it be a small *thing* in itself, it may prove an inlet to *greater evil*. That, when the flood-gates are broken down, inundation follows. That the beginnings of evil are small: but that, if there is no beginning, however small it may be, there can be no end. But if there be experienced an end, *that end* is confusion and destruction. He is therefore solicitous to nip evil in the bud, and to check every *idle* word; to flee from sin as a serpent, and to avoid even the appearance of evil. Though it be sometimes difficult to distinguish the influence of passion or prejudice from the influence of reason, yet, in the practice of pure and undefiled religion, “ *To visit the widow and fatherless in their affliction, and to live unspotted*

unspotted from the world," every thing is clear and defined. The law of God is so plain, "he that runs may read it."

Where such precision and clearness, such individual and national benefit are united, of what momentous importance is it to the community, and to the rising generation; that they should be trained up in the nurture and admonition of the Lord, and in the knowledge of the sacred writings, from their childhood. How painful is it then to see!—how reprehensible is it for those who make a high profession in the world, to bestow incessant pains and great expence in causing their children to be, what is termed, well educated. Ah! mournful education, indeed, in which every human accomplishment is attended to, and the "one thing needful" neglected! Of what avail is it, if young men of shining abilities are accomplished in all knowledge, in every science, if they are left ignorant of the history and theory of Christianity, and are untaught or unpractised how to distinguish truth from the specious corruptions which designing men have disguised under its sacred name, in different ages?—if unacquainted with the different dispensations of God to man, *differing in light and degree, according to the capacity of men to bear them.* "I have many things," saith our Blessed Lord to his disciples, "to tell you, but ye cannot bear them now!" I say, that youth unacquainted

quainted with these things, are unguarded in the weakest part; and such too frequently become a prey to Deism and infidelity, without being aware that the sophism and false philosophy of the day naturally tend to the perversion of every solid principle, and of all good order. Here I could name those whom I honour and love; it is in tenderness, and from respect, that I forbear. May all those who are sensible of the value and importance of religion for themselves, be equally sensible of its infinite importance to their children; and then, with the Divine blessing, we may hope for the coming of that happy day, when nation shall not lift up sword against nation, neither shall they learn war any more.

Useful learning affords only a greater medium of obtaining knowledge: that knowledge may be either bad or good; it is no fault in the medium if it is bad, but it is much in the power of those who have the care of youth, to see that it be good. As much depends upon the teachers of youth to effect this, may every teacher be piously disposed to use his best exertions in the discharge of so solemn a duty!

Having thus attempted feebly to describe the solid advantages Christianity affords, and the benefit youth derive from an early acquaintance with its benign precepts, I have some further observations to make on the general outline of the manner in which youth

youth may be instructed; and also on some improved modes of conveying religious instruction, which have been successfully practised in my institution.

“This is life eternal, to know thee the only true God, and Jesus Christ whom thou hast sent.” The first impressions that are to be made on the youthful mind, should be relative to the knowledge of God and of Christ. Children may be allured into the enquiry about God and religion. If the goodness, power, and wisdom of God is frequently brought to their minds, by teachers themselves living under the impressions they wish to make, it will certainly be attended with the Divine blessing. The scholars under the care of such, seeing the beauty that there is in true holiness; they will estimate the favour of the Most High above all other things, and endeavour to act so as to gain that *favour*. Seeing for themselves, they will desire for themselves. Though some may think it well to store the head with knowledge, while the memory is best qualified to retain it, yet this religious instruction, aided by the force of example, goes to the heart, and is likely to be attended with beneficial and lasting effects.

These first principles are barriers that, if well set up, are a continual defence; if broken down, all religion falls with them. They are the first objects of the careful teacher, and should ever be prevalent

in his mind. His aim should be to seize opportunities of making impressions; and if he be diligently on the watch, he will find occasions enough present themselves. If his eye be over the little group when engaged in conversation, out of school-time, he will often be able to put in a few words to some good purpose; cautiously avoiding to put in too many, lest he should disgust instead of instruct. It is a very easy thing to set the youthful mind on the wing of enquiry. And, during the enquiries on many subjects, when doubt remains of right or wrong amongst themselves, an appeal to the master for information is frequently made, which, if properly managed, will afford abundant opportunity for instruction; and the more familiar the medium by which it is conveyed, the deeper and more lasting the impression will be; not only on the mind and memory, but on the heart.

In regard to practical instruction—occasions frequently arise in all schools, in which some giddy, unthinking youth deviate from that propriety of conduct which is the foundation of good order; if not into the practice of vice. On the subject of order, and the necessity of it in all human affairs, the teacher may observe, *That order is Heaven's first law*; and show the youth under his care, that the subversion of that order in the least degree, would produce confusion. *Order* being so conspicuous in all the movements of Divine Providence,

dence, a wise teacher will compare Divine principles and things with human, and make an inference to good purpose. It will not do merely to mention a thing of this kind once, and there leave it; the idea may be continually revived, and repeated in a variety of shapes, and always possess the force of novelty, from the extensive variation it may embrace. It should not be repeated and enforced on the mind of a solitary individual, or single offender, but be written as a law, in the minds of all the leading boys in a school. Such will impress it on the others: for, to form the leading boys in a school to any one purpose, is like engraving a design on a copperplate, from which some thousands of impressions may be taken. The same principle applies to the order of the animal frame. If some of the vessels are injured, or if the circulation be stopped, death mostly ensues. In the seasons—if their order be inverted or broken, the fruits of the earth, the support of man, must perish. In school, if the order and arrangement of business is broken, confusion ensues. These ideas of order prepare the way for one infinitely more important. The Divine Being created all things in order; and as far as any thing which he has made remains in the order of creation, or regains it after having once lost it, all is beauty, harmony, and love. To give youth a clear idea why a thing is wicked, they may be told, that all wicked actions are an infraction of the order of Providence; and, consequently, are inimical to the
gracious

gracious designs of the Almighty, for the welfare and happiness of mankind: instances of this may be adduced from Scripture. Thus their minds will be generally informed of the reason of the thing, and not take the mere *dictum* of others in lieu of a definition. At the same time they should be well instructed on the goodness of God, the giver of every perfect gift; and, that every infraction of his Divine order is rendered much worse, by forgetfulness of his goodness in forgiving our offences, and ingratitude for it. The frequent recurrence of this subject, order, in these or other various shapes, will have a tendency to make it much more impressive, when, in the last instance, it becomes relative to religion.

These observations, on a subject of such importance, being premised, and recommending every pious tutor to remember that he is but a servant in the hand of the Great Master; that if he sincerely desires the best welfare of his pupils, his eye must be unto *this* Master for wisdom and strength; that, with all his zeal and diligence, it is God that must give the increase—that must crown his labours with a blessing. If any man lack wisdom, he should ask of God; and that it is well for us, “in all our ways,” but above all, in the education of youth, “to acknowledge him, and he will direct our steps.” It is true, the undertaking is arduous, and not unattended with difficulties, but thus accoutred with wisdom,
thus

thus favoured with the Divine support, we may undertake the religious instruction of youth, under the full expectation of the Divine blessing. I now proceed to the peculiar modes of conveying religious instruction, which I can recommend from practice and experience.

Religious Instruction by Catechism.

We look to the Holy Scriptures as dictated and written by Divine inspiration. It would therefore be in vain for me to say any thing in their praise. "It is in all the churches."—It is engraven in the mind of every good man; but I can largely testify of their invaluable importance in the pious education of youth. Timothy knew the Scriptures from a child; and it would be well for this nation if all those of the rising generation herein, had been trained from their childhood in this blessed knowledge. May all the friends of youth, of every persuasion, unite to make it so. The truly religious and benevolent have only to exert their ample powers, and it may be done. There is no important head under which the Scriptures can be arranged, but it is likely to point the mind to some virtue, to prevent some practical error, or arm it against some vice. I believe, had such education as this been general, Deism would have fewer converts; and its delusive snares would have been spread in vain, for many
thinking,

thinking, but uninstructed youth. I do not approve of boys being required to learn whole chapters, or long portions of Scripture by rote, unless united with emulation; and then they should be concise, and connected with some subject that has been recently, or is intended to be introduced particularly to their notice. Tasks are generally burthens; and if we want our children to improve in the knowledge of the Holy Scriptures, the first object is to cause them to love and reverence their precepts: but this is not likely to be effected by any other than easy, delightful ways of instruction. Two or more boys may be allured into a spirit of emulation which shall excel in learning portions of Scripture by rote, for a prize or badge of merit; this is giving them an active interest in what they do. There is a still easier mode of impressing portions of Scripture on their minds. Persons who attend public places of worship of the establishment, join in responses with the minister; in consequence of frequently repeating these, they often acquire and learn whole psalms, &c. by rote. Persons attending dissenting meetings find the same effect from singing psalms or hymns. This, as well as my own practice and experience, warrant me in saying, that barely reading any portion or portions of Scripture over daily, till they are learnt by rote, is more preferable than tasks. This is a short and easy way: it applies to any lesson that comes under the article of reading, and may as well be united with emulation as reading
itself.

itself. It gains much variety by being used in a catechetical form. Thus, a class shall be taught Scripture by rote, in the following simple way: they shall be arranged, successively, in companies of twelve or twenty each, after the manner described in the preceding pages. Instead of the reading lesson, suppose a section of a catechism on the rewards of the righteous: the monitor shall read the questions, and each boy shall read the answers, taking or giving place according to merit. The attention of the monitor and each individual will be more closely required by this method, than by reading any lesson in a narrative form. The children of retentive memory will also learn it as speedily as by any other mode of repetition, as this mode brings every thing to a definite point; and, by using catechisms as a reading lesson, and afterwards using them *extempore*, it will be found that they are learnt in an imperceptible and expeditious manner. There is no catechisms for youth equal to Scripture Catechisms; I have an excellent one of this kind in continual use. The following are examples:

Question. Is the man *blessed* unto whom the Lord imputeth not iniquity?

Answer. Psalm xxxii, verse 2. *Blessed* is the man unto whom the Lord imputeth not *iniquity*, and in whose spirit there is no guile.

Question,

Question. What will be the *end* of the *perfect* and *upright* man?

Answer. Psalm xlvii, verse 37. Mark the perfect man, and behold the *upright*: for the end of that man is peace.

The Scripture Catechism, from which this is extracted, is at this time under revision; and I intend shortly to republish it. It is nearly one hundred years old, and never passed a second edition, having been wrote by a person not much known out of his immediate connexion; and, at a time, when several men of eminence in that connexion published catechisms, less practical, but sanctioned by names which commanded more respect and attention.

Another method is by short lectures being read in the audience of the whole school, and questions asked, which are the echoes of that lecture*.

As it is desirable that the historical, or any other method of religious instruction used in schools, should be in a regular series, so it is desirable that every child who attends school, should make as great progress in the knowledge of the history and theory of *Christianity* as his time will admit of.

* The plan of this method may be seen in Trimmer's Teacher's Assistant, Vol. I.

'Teaching, we learn.' It is therefore desirable that the pupils themselves should, in every seminary, be made the subordinate agents of religious instruction. It is well in the various kinds of religious instruction to unite the several means together, that they may act in conjunction on the memory. Thus, if the reading lesson be on the creation, let the lecture, the catechism, and the hymns, which the scholars repeat for the day, by reading or by rote, be all on the same subject: the impression will be greater, the children's attention being closely attached to that one subject.

Another method which I recommend to be followed, and, though attended with some trouble, the object to be obtained is well worthy of the labour. As it is of importance to furnish the youthful mind with religious knowledge, so it is of greater importance to do this early; and it can hardly be done too soon, so that it be done in small classes, and by a steady monitor. Recitation and repetition may be united with emulation in children, when learning hymns, passages of Scripture, &c. *even before they can read or tell their letters.* Thus, the monitor should recite as follows, distinctly, *line by line,*

"Happy's the child, whose youngest years
 "Receive instruction well;
 "Who hates the sinners' path, and fears
 "The road that leads to hell."

The

The divisions of boys are placed as for reading. The monitor recites the above, line by line: the first boy repeats it deliberately after him; then he recites another verse to the second; and so with all assembled in the division. If any boy makes a blunder, or does not speak distinctly, any other boy who can rectify his omission, takes precedence of him, exactly as in reading. The success of this is very great; and the impression, made thus early on the memory, hardly ever wears out. *It, besides, is instruction to females, how they, in future life, may teach their own children; and as such, is well worthy the attention of mothers and nurses.* The advantage of this method of learning hymns and passages of Scripture, in the saving of books, is great, as none but the monitor need have a book. Whereas, if each child had an hymn or passage of Scripture to learn by rote, each must have a book for his own use. Six hymn, or other books, will do instead of an hundred, *for boys who can read, as well as those who cannot.*

When a monitor is instructing his class or division in this, or any other way connected with religious knowledge, great order and reverential behaviour should be required; and criminality should always attach to any boy who may trifle or play during the time this instruction is carrying on by the class. Yet this solemn deportment

ment should not be so *strictly* required in cases of usual instruction, lest the greatest evil to be dreaded for youth should happen, and the mind be overburthened and disgusted by the strictness of the order. When this relates to a single class or division, this order should apply only to that class. When it is publicly conducted in the school, it should apply to the whole school. All business should be suspended, and silence so imposed, that a pin might be heard to drop, if required; and every boy seated, with his hands down. In this case the *master* should perform the duty of the monitor; and, while catechising, the same solemn order observed as in a place of worship. This should be done at least once a day. The chief duty of the master is to see that the monitors have done their duty, which will evidently appear by the order of the school, the readiness with which the children go through their examination, and the general solemnity and attention in the whole school.

Two things now remain to be considered, as connected with religious instruction : viz. the force of example, and of public spirit, which exist in all societies and assemblies among mankind; and of course in schools. The teacher should be a man, whose example the youth under his care might follow with propriety, in many instances: without this living example, his precepts will be of little avail. Much is, with reason, expected from the effect

effect of education on youth. It will be well to remember, that the children of the poor are educated in day-schools; that one part of their time is spent at home, and the other part at school; and, that all the good they get at school is often lost by the misconduct or bad example of their parents at home. Evil communications corrupt good manners. Bad example from playmates is contagious: the poison is more deadly, because mixed with that which is so pleasing. It is much in the power of those who have the care of youth to control the choice of their companions, and thus prevent this great evil. In my institution, it is considered a great fault to play with a bad boy. On the subject of public spirit, as connected with education, I refer my readers to ‘A Letter to John Foster, Chancellor of the Exchequer for Ireland, on the best Means of educating and employing the Poor in that country.’

There is a method of asking children *extempore* questions, on any subject; because it is of particular consequence in the religious instruction of youth, to prepossess, not only the memory, but the understanding. Suppose a child shall repeat by rote the following verse:

“How glorious is our heavenly King,
 “Who reigns above the sky;
 “How shall a child presume to sing
 “His dreadful Majesty.”

Questions

Questions asked by the teacher, 'Who is our heavenly King?' *Answer.* 'God.' 'Who is glorious?' 'God.' 'Who reigns above the sky?' 'God.' 'Who has dreadful majesty?' 'God,' &c. This specimen may suffice for the manner in which any teacher has power to vary the questions, and exercise the understanding of his pupils.

Another duty is to impress on the youthful memory selections from the Psalms and devotional parts of Scripture. Whenever the children feel for themselves the necessity of prayer, their memories will be open to the recurrence of petitions offered up by holy men of old, who not only "spake," but prayed, "as moved by the Holy Ghost;" and their state of mind answering to the prayers they recollect, will induce them to make them their own petitions.

The memories of youth cannot be too well furnished with the knowledge of the Scriptures. A lad may be trained in the habitual practice of religious duties, and in the daily reading the Sacred Writings; but when he advances to maturity, he may throw off every restraint, and contemn his Bible. But if pious friends have taken early care to make *a Bible of his memory*, that is a book he can never neglect. It will stick close to him, even in scenes of dissipation, and alarm his conscience in the midst of all his deceitful enjoyments; and, in many instances

be attended with the Divine blessing. Many people despise the cultivation of the memory, unconnected with the understanding. However, the memory ripens first, and fails first. Its powers are often blunted before the understanding expands; and whenever the understanding does expand, a memory that has previously been rendered a storehouse for Divine truths, will be found an invaluable appendage to it.

INITIATORY SCHOOLS.

An Account of the State of those Schools in which the Children of Mechanics, &c. are generally educated.

THESE are a description of schools that abound in every poor neighbourhood about London; they are frequented by boys and girls indiscriminately, few of them above seven years of age: the mistress is frequently the wife of some mechanic, induced to undertake this task from a desire to increase a scanty income, or to add to her domestic comforts. The subjects of tuition are comprised in reading and needle-work. The number of children that attend a school of this class is very fluctuating, and seldom exceeds thirty; their pay very uncertain. Disorder, noise, &c. seem more the characteristic of these schools, than the improvement of the little ones who attend them.

These unpleasant circumstances effectually prevent schools of this kind being opened by many fe-

males, who possess abilities and goodness of heart. While this is the case, the public will easily conceive the state they must consequently be in, and the small degree of advantage which can possibly result to the poor children who attend them.

From the information I possess, I could easily heighten the colouring of this view; but it would only exhibit the same objects in various degrees of shade, which is needless, as the evil in each is nearly similar, bearing the same features, if not a perfect likeness. Now let us see what they would be under proper regulations, which, modified, and carried into effect by prudent hands, would soon direct the public attention to them, as institutions pregnant with real usefulness.—It is very evident that, by the excellent modes of preparatory education, (frequent in the more respectable circles,) much invaluable time is saved, and the foundation of instruction so well laid, that when the pupil is removed to a superior school, much of the drudgery of education is over, and the pupil being ready formed to the master's hand, to good order and prompt obedience, his future progress is considerably accelerated.

Why not realize this idea among the poor, and let them partake of its benefits?—I am an advocate for this class of schools, as women manage them; and the female heart is so well qualified, by its tenderness,

ness, to sympathise with the innocent children that attend these schools, and at so early an age, that they cannot be placed under better care. The infancy of their pupils requires a combination of the school and nursery; and these schools answer that description, when under proper management.

But it is of peculiar importance to the poor, that these schools should be better regulated; as many children of that class have no education but what they obtain in them, and that at an early age, when totally unfit for other employ: to these, it is of consequence they should acquire all the knowledge they can while there, for many poor children never obtain a second opportunity.—Frequently their parents are so circumstanced, that they must place them out to work as soon as they are fit for it; and then they leave school, to which some would never have been sent, had they been fit for any thing else. It is of consequence to all children that no time should be spent without improvement, whether they ever attend school afterwards or not. It is of advantage in another point of view: the sober, steady, poor man, cheerfully unites with the endeavours of the benevolent, for his children's welfare; but there are others, so insensible to all idea of gratitude, that they spurn the offered benefit. This mostly happens when their children are able to assist them at work; but when they are too young for work, and are apt to be troublesome at

home, their tender age requires a nurse; but nothing can be devised by their parents as a substitute for one, but sending them to an initiatory school, where they are taken care of at a small expence. This is, perhaps, the only opportunity that presents for their instruction during life. Their parents are of the lowest class, by conduct as well as poverty; and would sooner send them to a packthread ground, or other nursery for vice, where their minds are in danger of ruin, for the sake of trifling present gain, than to school, where their morals might be formed aright, and they trained to future usefulness, to themselves and to the community. Being thus destitute of principle, at another period of their children's age, they would, most likely, spurn the offers of benevolence; but when so young, necessity dictates that they be sent to school. To those, therefore, who have no other opportunity of education, their proper management is of the greatest importance. At the early age at which such children are sent, their manners are particularly innocent and engaging, of course their parents' affection flows in full-tide streams, and a hope for the future good of their offspring, held out at such a seasonable time, might induce them to fix them at school, and thus preserve their morals and innocence. I conceive, the improvement children make in these schools would be greatly increased by their being placed under good regulations, and supplied with proper mistresses; to whom encouragement might be extended,

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according to merit; also to the scholars, by the same rule. The system of tuition and rewards, which are described in the former part of this work, will be found well adapted to initiatory schools.

Nothing conduces so much to good order, or so effectually prevents the natural vivacity of children from becoming troublesome in school, as the active employment of every boy in it. This liveliness, combined with the usual waste of time, makes these schools disgusting scenes of noise and riot. When the attention of children is occupied, quietness unavoidably follows, and that without the aid of rigour to enforce it.

But I cannot close this account without calling the public attention to a distinct, and almost friendless part of the community. I mean the poor children who are in parish workhouses, who are often friendless, and immured in those receptacles of poverty, depression and vice, without education and without hope; children, to whom curses and ill treatment are too often substitutes for parental smiles or maternal care.

Is it not a shame that the enormous sum of five millions sterling should be the annual amount of our poors' rates, and yet the poor children be *deprived* (with some few exceptions) *of even an initiatory*

initiatory share of education, and of almost any attention to their morals whatever?

When a poor man, having a numerous family, is cut off by accident or disease, his orphan children are proper objects of public care; and the consolation a dying parent would derive, from the certainty that the public would see that care properly taken, is indescribable; but now the name of a workhouse is too often an object of dread and disgust. The method of farming the labour of the poor to the highest bidder, who generally proves the hardest taskmaster; and sending the children to cotton mills, at distances very remote from all their connexions and friends, merely on the principle of saving expence to the parish, is pregnant with mischief to the morals of youth. Above all, one solemn duty is owing from the public to poor children under their care, whether educated in orphan schools, houses of industry, or workhouses—that every child should be able to read his Bible.

A part of this neglect in the education of the poor in workhouses, probably arises from many of the overseers and others being men deeply engaged in business, and in the pursuit of riches. Wealth certainly renders its possessor more happy, whenever it makes him more useful; but when wealth *alone* occupies all the attention and energy of the mind, there is little room left for benevolent pursuits:—the use
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of wealth is perverted; and, instead of being a benefit to the society; instead of making the possessor more useful; it shuts up his heart, and stops his ears to the cry of the poor; and the man who, but for it, would have been remarkable for tenderness of feeling, is callous to every emotion of pity.

As a citizen of the world, and a friend of mankind, actuated by no sectarian motives in my conduct, but animated by the love of my country, I see, with regret, her noble-hearted sons madly pursuing wealth, and grasping at gain, almost to perdition's door. Are not virtue, integrity, and offices of brotherly kindness, the source of all the comforts we derive from social intercourse?—Are not religion, knowledge, and good morals, the very bands of society?—Why then so eager in the pursuit of riches? *and why not rather pay that attention to the infant poor, which their wants require?* I wish the enormous wealth of our country, thus pursued, may neither prove a scourge to mankind, nor a canker-worm to destroy her own bowels.

Was the one thousandth part of that care, which is daily bestowed in attaining the fine gold, which may “become dim,” or the garment that is liable to be moth-eaten, only given to improve the welfare of the rising generation, by giving them a guarded education, that would early form their minds to virtue, how should we flourish? how would the
true

true ancient spirit of hospitality and mutual good revive amongst us, and our nation become as a nation of virtuous brethren !

“ Full many a gem, of purest ray serene,
 “ The dark unfathom’d caves of ocean bear;
 “ Full many a flower is born to blush unseen,
 “ And waste its sweetness on the desert air.”

GRAY.

The hidden powers of genius and virtue, as well as the lives, that are lost to the country, by neglecting to give parish children a proper education, are an incalculable disadvantage to the nation.

It is inconceivable what a nation this might become, if a proper system of education was universally adopted; combining moral and religious instruction with habits of subordination; laying the foundation in a number of well regulated seminaries, not only in day schools, but also initiatory schools for children, in workhouses, and in similar establishments. The more pliable the tree, the easier it will bend; and children cannot be too soon trained in the way they should go. This might be done with double effect in workhouses, as in them the children are entirely at the disposal of their superiors; and there is not much danger of their showing refractory dispositions, as in the case of children who are spoiled by too much *indulgence*.

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I wish these remarks may be considered with proper exceptions and limitations. I should be sorry to be so misunderstood by any, as to suppose that these observations imply a general and indiscriminate charge against all parish officers and others concerned in the care of the poor. I am happy to be acquainted with a number of individual exceptions, and am conscious that many more exist; and I sincerely wish there was no cause for the painful remarks I have thought fit to make on the subject.

It is to be hoped, the care of the public for the education of youth, as it respects encouraging suitable persons to have the care of initiatory schools, would have a tendency to do away the superstitions of the vulgar respecting ghosts and apparitions; which are often retailed by some over-credulous persons, and were formerly related by some teachers to their half-astonished scholars. The following curious fact will illustrate this remark. A young woman, who kept a school of this kind in order to procure a livelihood, and who was very diligent in instructing the children that attended her school, in the catechism, hymns, &c. and also to explain them to them, one day, when gravely commenting on the Ten Commandments, related the succeeding tale, in order to influence them to 'keep holy the Sabbath day.' She told them of a rich man's daughter, who had a fine baby-house and an abundance of toys; that she was fond of dressing her
dolls,

dolls, but, above all, on the 'Sabbath Day.' She continued this practice, till, one 'Sunday,' the Devil got into the doll. The doll shook its head three times, and said, 'Dress me fine, dress me fine.' The girl, alarmed at what had happened, threw the doll down, and ran out of the room. The doll was afterwards thrown away, and the girl dressed dolls no more on that day. The awful idea of invisible agency was, in this ridiculous manner, impressed on the minds of about twenty children. I think this an additional argument for the necessity of reform in these schools.

SECOND CLASS OF SCHOOLS.

THE masters of these are but too often the refuse of superior schools, and too often of society at large. The pay and number of scholars are alike low and fluctuating: of course, there is but little encouragement for steady men, either to engage or continue in this line; it being impossible to keep school, defray its expences, and do the children regular justice, without a regular income. Some masters use as much chicane to fill their pockets, as the most despicable pettifogger. These schools are chiefly attended by the children of artificers, mechanics, and others, whose pay fluctuates with their employ, and is sometimes withheld from the master,

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by bad principle. Debts are often contracted that do not exceed a few shillings, then the parents remove their children from school, and never pay it: the smallness of the sum proving an effectual bar to its recovery;—the trouble and loss of time being worse than the loss of money in the first instance. It is to be regretted, that some especial act of the legislature has not effectually secured the pay of the teachers of youth, that they might be secure of having that bread, for which they often labour with almost unceasing toil.

The complaint of bad pay, and the difficulty in obtaining it, is almost generally reiterated through every department of education. It operates powerfully to depress and discourage the energy of the teacher's mind; in particular, when (as is commonly the case) much of that part of the business of school, which is merely mechanical, falls on the master's shoulders; it becomes indeed laborious, with the addition of a poor consolation, that it is worse paid for than any other employ in London.

When a man settles himself to this line as an employ, his prospects are often bounded for life. A merchant may extend his dealings, a tradesman may increase his customers, but the teacher's income depends solely upon the number of his scholars. If he is a just man, he ought not to exceed a certain number, without assistance of some kind in their tuition.

tuition. Here then is the *ne plus ultra* of his expectations, which mostly prove very remote from what they ought to be. It is not much to be wondered at, if these discouraging circumstances often produce deviations from strict rectitude, in the masters, where principle is not deeply rooted in their minds, and in the sequel, prove oppressive to parents and scholars; as, in some instances, permitting the boys to write five or six copies in an afternoon, obviously, that more books may be bought of the master, to his profit. In some schools the pens are scarcely ever mended; and, in general, the poor children are much stinted in this article. It is very essential to their improvement that their pens should be good; and it operates on their minds, in a very discouraging manner, when otherwise. *I am credibly informed, that some masters use pinions in their rough state, neither dutched nor clarified; of course they split up, with teeth like a saw, and write just as well.* Such conduct deserves severe reprehension; and admits of no excuse, except the poverty that sometimes occasions it. I have seen writing books, in which it was plain the poor boy had not had one good pen in twenty copies. The reader, who is sensible of the advantage which arises to learners from a plentiful supply of good pens, will easily conceive how discouraging this must be. But encouragement of any kind is seldom adopted from principle or any other motive, in this class of schools. Some teachers plead for the lash, as the
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only proper governing medium of well regulated seminaries; and that with as *much zeal as the partizans of Robespierre did for the guillotine!* Indeed, I am sometimes inclined to doubt, whether some men consider youth as rational and intelligent beings, with minds capable of expansion, and talents formed for usefulness. It is a natural inference, from their obvious conduct, that this must be the case, and a painful one it is. The desks children write at are often badly suited for that purpose, the school-rooms close and confined, and almost all the accommodations unfit for the purpose. Independent of the bad effects such places produce on the children's health, many having to date the ruin of their constitutions from confinement therein, the drunkenness of a schoolmaster is almost proverbial. Those whose who mean well are not able to do so: poverty prevents it; and the number of teachers, who are men of liberal minds, are few: yet, not being sensible of the incalculable advantages arising from system and order, it is no wonder if it is at a very low ebb among them. The poor parent often becomes sensible that something is amiss, but knows not what; and, induced by this motive, hurries his child from one school to another frequently, and thereby makes bad worse; and is eventually disappointed as much as ever. The want of system and order is almost uniform in every class of schools within the reach of the poor, whose indifferent at-

tainments at school, often arise as much from equal impatience and unsettled disposition in their parents, as deficiency of care in the masters, or want of order in their schools; In fact, there is little encouragement for masters, parents, or scholars; and, while this is the case, it is no wonder that ignorance prevails among the poor. Is it strange that the chariot wheels move heavily, when clogged with mire and dirt?—I am aware, that a schoolmaster must be a very drudge, who seriously endeavours to discharge his duty, and has the chief burthen of a large school resting on himself solely; and hence that disgust which arises in the minds of many against this employ, and that unwillingness the upright man feels to enter into a profession which bears an unpleasant prospect of toilsome labour, above his strength to support, however useful.—But why should it be so? Why the education of youth a more unpleasant employ than one in which the individual is connected and surrounded with dull, inanimate objects? What can be more pleasing than a large school of orderly and docile youth, whose minds are daily expanding by their own efforts, under a master's paternal care. The disgust that has arisen in some minds against school-keeping, as a toilsome employ, applies not to a school conducted by a regular system, but is the consequence of that disorder which is so very prevalent in schools, and the natural effect of the whole responsibility and care resting

resting on the master; who, without method and order in the daily management of his school, is perplexed and harassed like a bull baited by dogs.

The mental powers of boys are similar to those of men; but in embryo.—The same stimulus that animates men to action, will have a proportionate effect on juvenile minds.—“The hope of reward sweetens labour,” and the prospect of something to be attained in future, animates the mind to exertion. No class of men are more useful to society, or rendered more happy by their labours, than those whose hopes depend solely on their own exertions. In proportion as hope increases, exertion keeps pace with it, almost beyond conception. The very nature of *expectation* is to operate as a wire-drawing machine to human industry; and, in proportion as this sweetener of human toil is intermingled in our cup, so do we remit, or increase, our activity. Would the merchant trade, the mariner toil, or the husbandman plough, without the hope of profit, port, or harvest?—Every man has a stimulus to action, which varies with his prospects of retribution; and it is not in the power of our minds to conceive a more unhappy being, than he who has no wants; whose wishes are completely gratified, or evidently incapable of gratification—such a being desponds from mere listlessness. To be destitute of hope, either from repletion or want, is to tread the threshold of despair; and, as the schoolmaster and

scholars we have been treating of, are mostly destitute of proper incitements to industry, the state they are consequently in may be easily conceived.

In these schools, the number of scholars which attend them increases so much in summer, that it is impossible for the master to do them justice; then an assistant becomes necessary, but he cannot retain one long: for, as the scholars decrease in the winter, his income, of course, shrinks by their non-attendance; and perhaps poverty and misery stare him in the face; then his usher must be discharged, however useful or deserving, to get his living where he can. With these dreary prospects, who would be a schoolmaster? What man of feeling for a beloved wife, and, perhaps, equally beloved children, would make such a sacrifice?—And, if men, whose feelings do honour to human nature, decline this task from prudential or commendable motives, in whose hands then is the education of the poor entrusted?—In the hands of those who would not do their duty if they had power; and of those who could not do it if they would, from inability; besides, system and order, the harbingers of success, are almost unknown among them.

At a moderate calculation, among a million of persons inhabiting the metropolis, there are, at least, twenty-five thousand children who attend these schools, and cost their parents as many pounds sterling,

sterling, per annum. What a noble fund for education would this be, if properly employed. And how lamentable a thing it is, that a very large portion of it should be wasted, from irregularity in the parents, or want of judgment in the master: when the virtuous poor man toils, and stints himself, perhaps, in food, that his children may obtain useful learning, and they yet remain ignorant; their invaluable time lost beyond retrieve, and the fond parent cruelly disappointed,

May this plain statement of facts prevail on the friends of the rising generation to interpose for their welfare; that the education of children may no longer be to parent and master a lottery, in which the prizes bear no proportion to the enormous number of blanks.

Hints for the Reformation of the present System of Education in Charity and other Schools.

It must be apparent, that any *reformation* in those schools already established by the public or individuals, as charity, or day schools, can only be gradual. It will be best effected by the public conviction of the necessity of it, and by demonstrating

monstrating to the teachers of youth the means; and enabling the rational and intelligent among them, to make the improvements so much wanted, with care to themselves, and without personal expence. Yet this, however desirable, is an arduous and important undertaking. It cannot be done by individuals, but requires public support of patronage, time, and money. These things premised, it remains to consider the spirit and manner in which they can be reduced to practice.

It fully appears, from the preceding accounts, that *reformation in these schools is absolutely necessary*; it remains to consider the means best suited to that end. As a friend of youth, I presumed, in the two former editions of this work, to suggest such hints as I have long thought adapted to the purpose, in hopes that, at least, it might pave the way for some better observations on the subject, from persons of more information and discernment than myself. In this hope I have been disappointed, but now revive it; as conceiving it a matter of too much importance to society, to be left without further notice.

We must expect to find the teachers of youth under the same general disposition of mind, as is common to this nation.

A spirit, breathing the language of independence, is natural to Englishmen, few of whom are disposed
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to brook compulsion, or submit to the dictates of others, when not softened by reason, or tempered with kindness.

I am sometimes sorry to hear sensible, intelligent men, talk of reformation in this respect by a compulsive law; as coercion of any kind grates upon our very hearing, and generally fails of its effect. I wish always to submit with deference to the opinions of those I respect; but I am likely to continue decided in the opinion, that teachers or parents of any spirit will not bear attempts to reform them by force, however respectably sanctioned.

I introduce these remarks, from a fear that rich men *sometimes* presume too much upon their riches; holding out the dictatorial language of lordlings, when doing the poor an act of kindness, instead of performing it as a duty, incumbent on them as men and Christians. I am persuaded, that if any attempt is made to improve the education of the poor, and such an unmanly spirit should guide the resolution of a society or committee for that purpose, it would render the design abortive. Success would depend upon the leading persons concerned in promoting such an undertaking. It is not to be supposed, a design of its magnitude could be carried far into effect without public aid and concurrence. In such a case, it would be almost sure of success, if the active members of a society established for that

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purpose,

purpose, were inclined to meet the poor as men, as brethren, as Christians, and the sincere teachers of youth: not with an intention to dictate to them, but to give additional force to their well-meant endeavours, and raise them to public esteem.

Let me add, that a society for this purpose should be established on general Christian principles, and on them only. Mankind are divided into sects, and individuals think very differently on religious subjects, from the purest motives; and that gracious common Parent, who loves all his children alike, beholds with approbation every one who worships him in sincerity. Yet it cannot be reasonably expected that conscientious men should promote a religious opinion directly contrary to their own: a Presbyterian, Baptist, Quaker, or any other, cannot, with sincerity, sacrifice his opinions to those of his amiable and Christian brethren in the establishment. Neither can the last, conscientiously, unite entirely in opinion with those of other denominations; but the grand basis of Christianity alone is broad enough for the whole bulk of mankind to stand on, and join hands as children of one family. This basis is "Glory to God, and the increase of peace and good-will amongst men."—It is the duty of every man to imitate the conduct of the good Samaritan. Where is the sincere Churchman or Dissenter that would not readily unite to pour the oil and wine into the poor man's wounds. Ah, then!

then! let the friends of youth, among every denomination of Christians, exalt the standard of Education, and rally round it for their preservation; forgetting for a while their private religious differences in opinion, and pursuing two grand objects for the public good:—The promotion of good morals; and the instruction of youth in useful learning, adapted to their respective situations.

This metropolis abounds with many charitable institutions, which nobly display that grand characteristic of the British Nation, *Humanity*. We have many societies, whose benevolent exertions contribute much to the public good; but among them, I know of none, except that called the Sunday School *Society*, which operates, in a general way, to instruct the poor, and improve their morals; from the short time the children attend *such* schools its good effects must be but limited.—Indeed, it is not to be wondered at, that no general plan of this kind has been adopted; there are few things in which it would appear, at first sight, that the different religious interests of sectarians would clash more: and so they must, if a plan of this kind is eagerly pursued by one or more parties, with a view to increase proselytes, or make it a vehicle to convey their favourite tenets. It has been generally conceived, that if any particular sect obtained the principal care in a national system of education, that party would soon be

be likely to possess the greatest power and influence in the state.

Fear that the clergy should aggrandize themselves too much, has produced opposition from Dissenters to any proposal of the kind; on the other hand, the Clergy have opposed any thing of this nature which might originate with Dissenters, locally or generally, fearing an increase of the dissenting influence might prove likely to prejudice the interests of the establishment.—This difference has frequently produced bitterness and rancour, not consistent with the religious professions of either party; whose conduct ought to adorn the doctrines of their *Lord* and *Master*. When we view the consequences, they appear very mortifying to the benevolent mind, completely degrading to human nature, and unworthy of any place in the breasts of Englishmen.

Many thousands of youth have been deprived of the benefit of education thereby, their morals ruined, and talents irretrievably lost to society, for want of cultivation; while two parties have been idly contending who should bestow it.—However, there is hope yet left; the common ground of humanity is adapted to all, none can conscientiously scruple to meet there. All are agreed, that the increase of learning and good morals are great blessings to society. If they cannot unite to do good
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in every particular instance, let them be fellow-helpers as far as they can, and cordially assist to do it with one mind; that society at large may no longer suffer loss, by a set of the most valuable and useful men our nation can boast, employing themselves to little better purpose, than to declaim, or make wry faces at one another.

Now, if good men of all parties, would but seriously consider what harm accrues to the rising generation, from their *merely doing nothing at all*, in consequence of their religious opinions and mutual fears, and join shoulder to shoulder, hand to hand, in helping forward this noble and benevolent cause, should we not fairly have reason to hope, that a Divine blessing would attend endeavours of this sort, which must ultimately end in making mankind generally acquainted with the Divine will, as detailed in the Scriptures of truth. We have, it is true, a Bible Society; but of what avail is a Society for giving away Bibles, when so many cannot read them. Does not that Society need, as a counterpart, the very object I am now recommending; *the formation of a Society, under whose patronage ALL the youth in these KINGDOMS may be instructed to read their BIBLES*; and to impress on their memories the knowledge of those most essential parts which relate to the history and theory of Christianity.

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The principal evils attendant on the usual mode of education among the poor, are, first, Improper and immoral persons having youth under their care. What can we expect from the children of the poor, when the gamester, the drunkard, the profane, and the infidel, are entrusted with their education. Painful instances of this kind have come within my knowledge.

The poverty often distinguishing many teachers of this class, and the consequent want of that respect from parents, which contributes materially to support the master's authority with the children, is another source of discouragement.

The uncertainty, not only the poor, but persons in circumstances rather superior, are under, as to the character and abilities of the teacher they send their children to: which generally produces disappointment; and, not unfrequently, a loss of half their time.

The bad accommodation common school-rooms afford to the poor children who attend them; many of whom suffer materially in health, by the confinement at their seats, winter and summer, without variation, and almost without moving from their places for a great while together.

The

The almost total want of system, and a proper stimulus to action in the minds of teachers and scholars; not but many teachers are qualified to act upon present occasions, by a deal of past experience; but the arrangement of ideas, that regular connection of a whole with each dependent part, which forms the chief characteristic of a system, is a thing seldom existing in their minds.

The diversity of methods of teaching used in different schools, which very much retards the improvement of the scholars; and when it is found needful to remove them from one school to another, they are obliged to lose a portion of their invaluable time, in retracing their former steps, to little purpose.

What has been already proposed is applicable to initiatory, charity, and most other day schools, with some trifling variations, adapted to the occasion. Female schools might be comprised in the list of those worthy the public patronage, with great propriety. It is conceived, that if female education was better regulated, amongst the lower orders of the people, the lives and happiness of many of those poor abandoned females, who now infest and disgrace the streets of this metropolis, would be preserved. Female schools, therefore, call for attention and notice in a peculiar degree; and

and have been treated of under the head of Female Education, in a former part of this work.

It would be worthy the society's notice, to enforce, as much as possible, the regular attendance of the children at school, and that as near the time appointed as can be. It might be worth while to take a select number of scholars, who were fit to be apprenticed, from every school under the Society's patronage; the qualification on the pupil's part should be a regular attendance at school, at the proper hour, for a great length of time; these to draw lots for apprentice fees. Five hundred pounds would suffice to apprentice near one hundred boys, which should be done, not as an act of charity, but a duty, to deserving youth, which it would be an happiness to the society to fulfil.

Premiums might be instituted, at the public expence, for boys whose improvement in learning should merit it.

A friendly society might be formed, composed of persons who were teachers, under the patronage of the *society* proposed for the reformation of schools, and its funds might be formed into a very respectable stock by the addition of public donations. A moderate capital would *soon* accumulate, till the stock was sufficient to defray the expence of sickness

ness and funerals; and, perhaps, a liberal and honourable support for old age.

In addition to this, a fund might be established for the occasional relief of deserving teachers in distress; or it might be done by private benefactions, if deemed more eligible: but, at any rate, it is a duty the public owe to those concerned in the education of youth; a duty that by no means ought to remain undischarged. This would be very serviceable in cases of sudden and pressing necessity, but should only be used as a *dernier* resort, and without wounding the feelings of the party relieved. This fund should be raised by, and be at the disposal of, the society for improving the education of the poor, on proper enquiry and representation from the friendly society of schoolmasters.

We daily witness the beneficial effect produced to the community by the institution of premiums, held out to encourage the inventions of ingenious agriculturists and mechanics. The DUKE of BEDFORD, and his friend LORD SOMERVILLE's, premiums for improvements in breeding cattle, &c. are a striking proof of the advantage produced to society by this means. As the human mind is nearly the same in every class, allowing for the partial influence of habit on men of particular professions, it is rational to suppose that similar encouragement would produce a similar, if not superior effect, among the teachers

teachers of youth; many of whom are, naturally, men of amiable and liberal minds, but discouraged by the depressing circumstances of their employment.

If a society, for encouraging the commendable exertions of teachers, and bettering the state of schools, was established, and gold or silver medals given as rewards for merit, it would be requisite that the distribution should be made as public as possible. It might be proper that the society should publish in the newspapers, the list of prizes, medals, certificates of approbation, the names and dwellings of the parties who obtain them. For the same reason, handbills should be printed at the society's expence, and distributed about the neighbourhood wherein the teachers resided. These should contain a statement of the delivery of the gold or silver medal, and for what given; at the same time, the satisfaction the society enjoyed, in having the opportunity of rewarding such distinguished merit; and conclude by recommending him and his school to the respect and patronage of the public in his neighbourhood.

This outline would admit of qualification, according to different degrees of merit; but, it is conceived, it would so effectually establish the reputation of the schoolmaster in his neighbourhood, as to increase the number of his scholars, and also his income,

income, in a considerable degree. Thus, perhaps, a medal, of a value not exceeding five guineas, would prove more valuable to a master, from the honourable circumstances attending its delivery, than a donation of fifty guineas given in privacy and silence.

The whole body of teachers might derive considerable benefit from the benevolent exertions of the society proposed, in another respect. Schoolmasters are at continual expence for Bibles, Testaments, slates, spelling, writing, and other books, quills, &c.; it is conceived, that large impressions of particular books might be printed off, and considerable purchases made of other articles, which should be retailed without profit, at the society's expence, for ready money, in aid of those teachers only, whose connection with the society, and attention to their duty, should entitle them to such a privilege. It is thought, if such bargains were made with prudence, that many masters might save ten guineas per annum by it, on a very moderate calculation*, a sum that is of great consequence to persons having families to maintain. Now, if ten guineas were offered as a donation to some men, their independent spirit would make them decline the offer; but few would object to purchase a bargain whereby so much would be saved. If it should

* In some schools much more would be saved.

happily prove the public disposition to encourage the worthy teachers of youth, I presume it would be thought best to do it in a manner that would not hurt the feelings of any individual.

If this idea should be judged expedient for adoption, I conceive, the funds appropriated to this purpose would remain undiminished, except a trifling annual expence for the person employed in vending them, while one thousand, or fifteen hundred, pounds might be saved to teachers under the society's patronage; and this piece of service would be more grateful to them, from the conviction that it was the consequence of their own industry and merit. I flatter myself, that, if found needful, *any* wise and benevolent government, *above all an English government*, would readily concur in encouraging a society of this kind, and, perhaps, allow a drawback of the total duties on writing paper, for the use of teachers under the society's protection. This would make a material addition to their fund, and the degree of their usefulness to those they might chuse to protect.

To facilitate the means of rewarding pupils for good behaviour, attention to their studies, &c. by having medals struck (of silver, and inferior metal) in variety, and adapted to the occasion, a diversity of means might be suggested, whereby teachers should be enabled to encourage and reward their
pupils

pupils, without burthening themselves and their families with an imprudent expence.

To endeavour to gain all the information on the subject of tuition, which the peculiar situation of the society, as patrons of education, would most likely afford, in an extensive manner, the publication of which would be attended with great usefulness, and prove a desirable object. It most probably would not be thought proper to insist upon, or enforce, any particular modes of tuition, religious systems, or creeds. If a teacher were honest, assiduous, and careful, it is as much as any society ought to expect from him. It may be remembered, that this proposal is not to establish a new order of schools, which would be attended with great expence, but to reform those we already have, by enabling and encouraging the masters to do their duty.—Therefore, every master must be left at liberty to pursue the path of his own choice, and yet partake of the expected reward at the end of his toils.—But there remain several things which the public opinion will require specific attention to. Above all, a due attention to health, cleanliness, and morality.

The object is not, by more than Herculean labour, to produce either a new establishment, or assume an improper power in the old one, but to cause the

schools of which it consists to approximate nearer to public utility; and that only, by mild, manly, and Christian conduct, on the part of the society.

If such a society should be formed, great care will be needful in admitting members, but abundantly so in chusing the committee.

Such a society, from its great usefulness, would soon become the most beneficial, respected, and popular of any in the kingdom. Its objects, by a proper definition and limitation, might be circumscribed, so as to avoid giving offence even to *narrow-minds*; while all its benevolent objects would be accomplished, in some hundreds of schools, amongst many thousands of children, at an expence, that, probably, would not exceed fifteen hundred pounds per annum.

I do not think it a commendable thing for any body of men to infringe the rights of individuals; therefore, it would not be proper for a society to dictate to teachers, having schools of their own, how, or what they should teach. I conceive any person, whose moral character and abilities were likely to make him serviceable to the rising generation, should be an object of the society's protection, let his denomination of religion be what it may; and let him pursue whatever methods, of religious

ligious or other instruction, his sincere and best intentions may dictate. I am an advocate for kind treatment on the part of the proposed society.

I flatter myself, that the good sense of persons engaged in the education of youth, would induce them to try, or adopt, such measures as the society might recommend, if the advantage were obvious and practice easy; and this too, without any other means, than such as the result of kindness and goodwill.

The patronage of such a society would stimulate to exertion many worthy men, who now linger and despond, being without hope. How often is it seen, not only in the various pursuits of life, but in the revolutions of empires, that particular prospects of success not only present the opportunity of action and advantage, but often animate the mind to embrace it?—So would teachers of youth, well fitted for their employ, be daily formed, if the cheering hope of reward animated their labours. But it is very poor encouragement for a man, having a family, to pass laboriously away the prime of his days, with the cheerless expectation of ending them in a workhouse or prison,

It is probable, such a society would be productive of much good, at a comparatively small expence, and the influence of all parties concerned

remain nearly the same in society as at present. Having done my part, I commit it to the disposal of a wise and gracious Providence; and to its own merits, with a discerning and benevolent public.

It is a curious, but by no means an uncommon circumstance, in London and its neighbourhood, for boys belonging to different schools to quarrel and challenge each other to fight. A false idea of the superiority of their different teachers, makes the boys in one school treat those of other schools with contempt.

This party spirit is one of the best materials that can be wished for, to work upon and direct to *useful purposes*. It is a thing in which the human abilities are developed to an astonishing degree; and I have no doubt it would be possible for the society proposed, to raise a spirit of emulation and commendable rivalry between any number of schools under its patronage. They might contend who were the best proficient in reading, writing, and arithmetic;—which school could produce the greatest number of boys who had begun and finished their education in the shortest time;—who were the greatest proficient in the knowledge of their moral duties; above all, who could produce the greatest number of such as had been bad, obstinate, and almost incorrigible boys, metamorphosed into the opposite character; and other equally valuable objects

objects might be specified for prizes. Public examinations might be fixed, where impartial decisions should be made, and rewards adjudged to the most deserving teachers. The teachers would feel their own honour deeply implicated in the contest. This would be a powerful cause of industry on the part of the teachers and scholars—great exertions would be made. The boy who will run the risk of a broken head for *the honour of his school*, will undergo double fatigue in a contest relative to the simple elements of learning, if the matter is so contrived, that the gauntlet of defiance shall be thrown, by a desire previously raised among the boys themselves; as every class of mankind naturally take the greatest interest in whatever originates among themselves. It would have another beneficial effect: the decision of superiority, and distribution of prizes, would be made in public. The distribution of prizes, in particular, would be likely to receive much attention, from its being always a pleasing sight, attractive to young persons of property and distinction; who would thus be instructed in the science of education, and most likely become its future promoters and guardians.

MISCELLANEOUS APPENDIX.

IN perusing the various accounts of the funds and expenditure of the institution, the reader will observe, that the singular economy which prevails in it at present, was unknown, and unthought of, at its commencement; it is the gradual result of a series of experiments, which have occupied near seven years in making.

Within the last twelve months, a school for girls has been established, the numbers in which have varied from 150 to 200. Considerable difficulties have attended this establishment; and the success has been, in some degree, equal to our expectations. It is probable, another year will show how far the system of tuition and emulation may be applied to needlework, and various other branches of industry. The care of the girls has rested chiefly on M. and S. Lancaster. The whole subscription, for one year the school has been opened, does not exceed forty guineas. The surplus expence has been cheerfully defrayed by my sisters and myself.

If

If any thing worthy notice, and likely to benefit the rising generation, should result from the plans of education for females now under trial, they will be laid before the public; and the satisfaction attending the trouble of detail, will be a sufficient reward for it.

I have given up to the institution, at different times, several hundred pounds, *exclusive of the profits of this publication*. I have boarded several boys, at my own expence, for two, and some three years; and we have laboured together day and night to improve the institution. As their exertions have been great, suitable rewards have not been withheld; and these at my own expence. The labour attending our endeavours has not been in doing what we are now doing, the instructing and keeping in order 800 children, by means of boys of the same age and abilities as themselves, but in finding the method how to do it, and executing the first attempts to the design when formed. Had we known what we now know, when I first began to keep school, that would probably have been accomplished in two months, which has occupied seven years. This experience has been cheaply bought, all things considered.—Had I not engaged in the pursuit with all the energy of youth, the fond attachment of a parent to a favourite child—had I not been able to inspire my lads with some degree of the same zeal as myself—and if the blessing of
Heaven

Heaven had not rested on my labours, it is probable there would have been nothing to distinguish this institution from any other.

But let me not here forget my friends of every rank and description—friends who have honoured my endeavours by their notice; and seconded my exertions in such a manner, by their liberal subscriptions, as has materially contributed to the success I have experienced. I am at a loss how to express the gratitude I deeply feel; and, as words are unequal to the task, I hope that my future care of this institution, and my disinterested endeavours, in the energetic language of conduct, for its prosperity, will apologize for the inability of my pen. All who feel an interest in the subjects detailed in these pages, will naturally respect those who have promoted my undertaking. The subscription to this publication has been much promoted by circular letters, many of which have been distributed under franks, by several of the noblemen and members of parliament, whose names appear foremost in the list. This service has been very important; and great numbers of the letters I have received in answer, evince a genuine philanthropy, that would do honour to the age and nation, if they were published. Stanley Pumphrey, of Worcester, raised in that city, a subscription for sixty-nine copies. Morris. Birkbeck, of Guildford, for sixty; James Abel, of Cork, for sixty; and many friends of different

ferent towns, for eight, twelve, fifteen, twenty-six, thirty, and a variety of other numbers. Their benevolent exertions claim my gratitude, and have my sincere thanks. Above a thousand copies have been subscribed for in answer to such letters. I am also greatly indebted to my worthy friend William Corston, of Ludgate-hill, who opened a book, and raised a subscription by circular letters, among his own friends, for *three* hundred copies. This is the gentleman who obtained the GOLD MEDAL from the Society of Arts, &c. for his ingenious invention of English plait, equal to the Leghorn of Italy, which their committee pronounced a national benefit; and which the QUEEN, with a most benevolent desire to encourage a manufacture connected with the welfare of the rising generation, has encouraged, by wearing the first ladies' hat made of this article in England—articles which, at present, are only to be had at Corston and Shackle's, Ludgate-hill.

The series of reading lessons we use in the school, is nearly as follows:

Watts's Hymns for Children.

Instructive Hints, which fully answer the title.

Barbauld's Hymns.

Pastoral Lessons.

Trimmer's

Trimmer's Introduction to the Knowledge of Nature and the Use of the Scriptures.

Martinet's Catechism of Nature, or rather of Natural History.

Turner's Arts and Sciences, an instructive book, read, with the exception of the heathen mythology, by a class of the senior boys.

Scripture Instruction, by Question and Answer, written by J. Freame, which I am about to republish, on a plan, that some hundreds of children may learn to read from one book. Its principle advantage is, its comprising, in Scripture language, the 'Institutes of Christianity.' It is intended, that every child who attends school should learn this by rote, *whether he can read or not*. It is hoped, when published, it will be found a valuable auxiliary in the departments of *education*.

Mental Improvement, by Priscilla Wakefield, used by the senior class of boys.

In the time that has elapsed since I first established this institution, it follows, of course, that many boys who have left school at about the age of fourteen, are now nearly advanced to manhood. An acquaintance between many lads of this description and myself is kept up; and they frequently come to

see

see me, and often to dinner or tea. These opportunities present occasions of gratifying the interest I take in their welfare. I mostly inquire the particulars that concern them; and instances have occurred, in which a little friendly advice has been productive of good. In one instance a lad was induced to rescind his purpose of running away from his parents, in consequence of the treatment he received at home. I discovered this without being informed of it: on mentioning my thoughts he seemed affected, acknowledged the truth, and promised he would not execute his intention, which he did not; and I believe thereby saved his mother, and perhaps himself, many an aching heart. The ascendancy I had gained over this lad, a wild boy of sixteen, arose entirely from my having shown a disposition to be *his friend*; and this commanded a degree of respect and regard almost filial.

It requires some address to watch the dispositions of youth, but the reward is worth the labour, in every instance to which I have known it applied. When a boy has committed a fault, and *dreads* punishment, if kindness and good advice is extended at that moment, it will often have a powerful effect—an effect that will be greater, because it is unexpected. By having recourse to this mode of treatment, I lately witnessed a powerful impression on a boy hardened as a liar and truant.

It

It may be proper to mention, that the muster, and *consequent enquiry* after boys absent, and who are in the practice of coming late to school, is not in daily use, but takes place two or three times a week only. As the time when it will be made is unknown to the boys, it keeps them alert in their attendance, and prevents the too frequent trouble consequent on an enquiry after one or two hundred boys.

The number of persons of distinction attracted to see this institution is very great. Among these have been the DUKE of BEDFORD; LORD SOMERVILLE; Duke and Duchess of Somerset; Archbishop of Dublin; Bishops of Carlisle, Exeter, Durham, Chichester, Kilmore; Chancellor of the Exchequer for Ireland; Lord Chief Justice of Ireland; Lord and Lady Sheffield; Lord Wickham, now Marquis of Lansdown; Earl and Countess Stanhope; Earl of Winchelsea; Lord Henry Petty; Lord Teignmouth; Lord Webb Seymour; Lord Robert Seymour; Marquis of Douglas; Lord and Lady Fincastle; Prince de Biron; Lord Loftus; Countess of Harrington; Countess of Harcourt; Countess of Hardwicke; Earl of Selkirk; Lord Clifden; Lord Boyle; Lord Charleville; Lord Spencer Chichester; the Portuguese ambassador; Dean of Westminster, the first clergyman who honoured the institution with his benevolent notice; and John Walker, of Bedford-square; B. Hobhouse; J. Martin; G. Sandford, Esqrs.; besides as many
more

more members of parliament and persons of distinction, as would probably require a sheet to enumerate.

Persons wishing to see my institution, are requested to send written notice, post paid, of their intention to call, at any of the following times, which are the public hours of school. The days called Monday, Wednesday, Thursday, and Friday, in the afternoon, at three o'clock. It is requested persons will not come without notice, and that they be punctual to their appointments. When an intelligent person visits the school, it is desirable he should have such specimens of the business before him as will exhibit a view of the whole system on which it is conducted : this cannot conveniently be done but at the times mentioned. For, though the system is always in practice, yet it is often but partially so : this arises from one part being in practice at one time, and another at another, in order to simplify the object of the children's attention. If strangers call in at these times, they can see but partially, unless they give us trouble ; which, though not great, is as well avoided, by coming at the proper hours. Perhaps, nothing can be a greater proof of the order of the school, than having frequently twenty or thirty persons, and even more, in school in an afternoon, for two hours together, conversing on the interesting scene before them, without at all deranging the

the business of the school, or attracting the children's attention from their studies. An additional reason for fixing the hours to receive visitors is, my own leisure. It affords me much pleasure to contribute all I can to spread, what I believe, a useful thing; but unless the public regulate their curiosity by propriety, my health will not be equal to the task of gratifying it: and prudence will reduce to strict limitations the number of visitors who can possibly be admitted. At the same time, I recommend persons who are concerned in schools, or likely to establish similar institutions, after reading this work attentively, to avail themselves of the opportunities pointed out; and, on giving me notice of their wish to see the school, I shall be glad to gratify them by every practical elucidation of this work in my power.

It may be asked, What are my future views as to this institution? I answer, to combine industry with learning, and carry the system of education to as high a pitch of improvement as possible; and to leave it to posterity, in the hands of trustees, who will see it, and the property I shall connect with it, preserved for public purposes, on the liberal plan described in page 25. I hope to see the day when less than 200*l.* per annum, will educate a thousand children.

A prejudice

A prejudice has arisen among some of my friends, that now the subscriptions are distinguished by great names, their *mites*, as they are pleased to call them, are needless—however, my exertions are not so; and I feel fully disposed to pursue the plan to its utmost, convinced that it has not yet attained, in some respects, to half the usefulness it is capable of. I hope to see, before another twelvemonth, the boys habituated to industry, making their own shoes, and clothing of every description; and that at an expence which will be a great accommodation to their parents. Whatever improvements (and I have very considerable improvements in view) may arise in this department, they will be given to the public, if found beneficial. In the mean time, I hope and request that any friends of the rising generation, who feel disposed in any way to give their subscriptions or donations to the funds of the institution, will readily do it; in order that, under the superintending care of Divine Providence, its usefulness may be increased by energetic efforts, and it become, in future, an honour to its friends, and a blessing to succeeding generations.

P.S. As the 3500 copies, which compose the present edition of this work, are all subscribed for, many persons would probably be glad to have the work, but have omitted to subscribe for it; and as not a copy can be had of any bookseller in the
United

United Kingdom, it is proposed to leave the subscription open for a fourth edition; and J. L. will be much obliged to his friends in distant parts to promote it. It will be merely a transcript of the present work, J. L. having no more improvements in a fit state for public view at present.

Since the preceding pages relative to employment for females have been printed off, the legislature has passed an act, laying a duty on split-straw plait, imported from Flanders, &c. It is hoped, this will be revised another session, as the duty is inadequate to effect the purpose for which it was intended.

It was benevolently designed as a prohibition to the importation of an article, that ought to be, and can be manufactured by our own poor; but the duty being (probably from some mistake) laid too low, it is likely the importation will continue as considerable as before.

The following subscriptions to the plan for school-
masters have been received since the preceding
pages were printed.

| | L. | S. |
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